

**PROFESSIONAL LEARNING COMMUNITY INSTITUTE  
DECEMBER 2013**

**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 develop the knowledge and skills needed to create and sustain effective PLCs
2. To experience facilitating protocols and participating in a PLC group that use protocols effectively
3. To examine how PLC structures can help us achieve instructional and other educational goals in our schools and districts
4. To share successful PLC practices with other schools and collaborate to solve problems of practice together

**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
- We use the **website**: <http://plcexpansionproject.weebly.com/> to share our work, and resource tools to facilitate PLC work.

**Professional Learning Community Institute  
Facilitators Agenda**

**Day 3 Outcomes – Participants will:**

1. Continue to develop the knowledge and skills needed to create and sustain effective PLCs
2. To experience facilitating protocols and participating in a PLC group that use protocols effectively
3. To examine how PLC structures can help us achieve instructional and other educational goals in our schools and districts
4. To share successful PLC practices with other schools and collaborate to solve problems of practice together

Time	Agenda Item	Facilitator	Framing the activity	Notes/Materials	Rationale (why are we doing this?)
8:00	Registration Breakfast	All	Registration table, sign in, welcome	Table tents, assignments, folders, nametags	We want to streamline the registration process by having name tags and sign-up sheets on the tables
8:30	Welcome and Introduction	Richard	Whole group, Welcome, Frames the day, introduces goals, reviews agenda (sign-up sheet for lunch Norms	Agendas, PP, Norms	Connect and structure the day, focus on facilitation as this is what has come up a lot from schools.
8:40	Connections	Meg R.	Whole group watches 3 minute clip from LASW video, journal and dyad share: Prompt- What made me think?	Video clip (Window into the Classroom) ready to go	Connecting with why we are here and what we will be doing—
8:50	Success Analysis Protocol	Richard	-Participants in school groups take 5 minutes to identify and chart successful PLC practices; -They then create triads of mixed groups to go each person takes turn sharing and the trio respond to framing questions	-Instructions on PP -Framing questions on PP slide protocol in folder	-Connect and create a positive and collaborative atmosphere -Goal is have groups relate base on successful practices
9:15	Abbreviated Responsive Facilitation and Facilitation Scenarios	Mary Anne sets up - All coaches support at tables	-Facilitator frames the activity from the front –Dyads facilitate at their tables Chart questions and aha that come up at table	-Notes on PP protocols in folder	RP handout is a short read – discussion Groups then move into working with Facilitation Scenarios
9:50	Facilitation Q&A	All	Using charted questions -Each table gets to share what questions came up for them and facilitators offer their insights and suggestions on the questions	Coaches support Notes on PP	Packet materials Allows folks to bring their thinking from FS to thinking about what really gets in the way of facilitation
10:00	<b>Break (10 Minutes)</b>				
10:10	Video -	Meg M.	Watch 15 minutes of video,	Notes on PP	Include slide of PLC website

	Window Into the Classroom”		each participant directed to record; 2 things I saw and heard that made me think about the way we work as a PLC?  Dyad share/Popcorn debrief	protocol in folder	and ask folks to video their own work and share with the site—as well as vignettes
10:45	Four Corners Protocol	Meg R. All Facilitators support	4 groups of 20 rotate through 4 stations Focus is on Facilitation and Structures’ Set up from front and then coach process as groups rotate through dilemmas Debrief whole group	Notes on PP and protocol in folder Each station has a different dilemma (4 ) that teams build on as they rotate through action inquiry cycle	Activity is lively and engaging and allows groups to work collaboratively to problem-solve and “trust the process”. Can be used in faculty meetings as well as in classrooms
11:50	Reflections on the morning’s work	Richard	Asking people to reflect on the morning’s work and think about the implications for their PLCs; What ideas came up from the morning’s work? Preview Choice breakout	-Notes on PP	Habits of Mind Debriefing is part of every protocol—how did this work? Where would you use it?
12:00	<b>Lunch ( 45 minutes) Sign up for breakout sessions</b>				
12:45	Afternoon Agenda Review	Richard	Small groups		
12:50	Choice Breakout Groups which will include Connections  Note this activity has a significant amount of time assigned it to allow for transparent conversations about facilitation and deep debrief	Richard set up and each facilitator goes over what protocol is about  1-DDM-Dan 2-ISSAQUAH-Meg M. 3&4-Text-Based-Meg R & Mary Anne. 5-Tuning - Richard Allow for flexibility in assignments due to demand	Connections start before protocol in each small group—facilitator choice  While we are introducing two new protocols (DDM and ISSAQUAH) these sessions are to encourage participants to step up and have an opportunity to co-facilitate with a CCE coach—who plays a very transparent role  The Debrief for this should allow time for Co-facilitators to really debrief and for discussion about facilitation challenges	-Participants broken up into 5 groups to experience a protocol; Group 1: DDMs Group 2: ISSAQUAH Group 3: text-based using Final Word protocol (could do 2 articles, switching presenters) Group 4: Consultancy Group 5: Tuning Protocol -Each school team has one or two members in each group;  Encourage participants to step up to co-facilitation roles	We want people to have a number of tools/protocols at their disposal when they go back to their PLCs  This activity allows participants to bring what they know into a supportive environment to receive coaching that meets their needs and opens the door to others to explore what that looks like/practice

				-Facilitators start by highlighting when & why you would use this protocol  -All protocols are in the packet	
<b>2:00</b>	Break				
<b>2:10</b>	Team Time Action Planning	Meg R. et al	Schools meet in teams and plan next steps using the template OR work on their own identifying what PD support they need OR facilitate new protocols they experienced.	-Action Planning Template	Teams can use this time to work on the challenges and goals they identified during the and create action plans
<b>3:10</b>	Whole Group Debrief & Reflections (20 mins)	Richard et al	-Want give people a chance to say what's next for them and for their teams	-Notes on PP -Evaluations in packets	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
<b>3:30</b>	Closure – Move into coaching time		Schools that want to stay can work with a CCE coach 1:1		Good use of time while the team is all in one place