

PLC FACILITATOR'S GUIDE MODULE 2 – Structures of PLCs

ESSENTIAL QUESTIONS:

1. What does a highly functioning school or district Professional Learning Community look like?
2. How do we put structures in place that will support the establishment of a Professional Learning Community in our school or district?
3. How are effective teams developed?

MODULE OUTCOMES:

1. Be able to assess current school and district culture
2. Understand the structures that need to be in place to support effective PLCs
3. Use professional resources and tools that support collaborative creation of team time and function

PLC 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

Time	Agenda Item	Framing of Activity	Materials	Rationale for Activity	Facilitator
9:00	Welcome, Agenda, & Goals	<ul style="list-style-type: none"> Welcome, frame the day, & review agenda Overview outcomes & essential questions 	<ul style="list-style-type: none"> Agendas 	<ul style="list-style-type: none"> Connect and structure the day 	
9:10	Developing Norms & Ground Rules	<ul style="list-style-type: none"> Overview the norms generated at the last meeting that the PLC typically uses in its work together. <ul style="list-style-type: none"> Note: If this is the first meeting of the group, use the forming ground rules protocol to establish norms that are important to the group. Participants share norms from last time or new norms that they would like to be included on the T-Chart. <ul style="list-style-type: none"> Distinguishing between “Structure” and “Conduct” helps clarify the list. As participants share, ask if anyone needs any clarifications. If the list ends up to be too long, see if any norms can be combined. Ensure everyone feels comfortable with the final list. Ask participants to share a norm that may be challenging to them individually, but is something that they would like to work on. Assign a “Norm Checker”. Roles are very important to PLC work (facilitators, note takers, time keeps) and the “Norm Checker” will review the group’s progress on norms at the end of the day. 	<ul style="list-style-type: none"> Norms from last meeting or Forming Ground Rules Protocol Chart paper with T-chart “Norms for Structure” and “Norms for Conduct” 	<ul style="list-style-type: none"> Reminder of the critical importance of creating and honoring norms of conduct, physical space and conversation. Norms drive the creation of collaborative trust. Now that the group is starting to form a team and will be working together more frequently, it is important to establish ground rules unique to the group. 	
9:40	Powerful Learning	<ul style="list-style-type: none"> Introduce and implement the “Powerful Learning Experiences” protocol. (5 min) <ul style="list-style-type: none"> Each participant should silently write about a personal learning experience. (5 min) In triads, participants will implement the protocol. (45 min) After groups have an opportunity to complete the Protocol, debrief in a whole group conversation. (20 min) <ul style="list-style-type: none"> What do powerful learning experiences look like? What would we look like as highly functioning Professional Learning Community? What would our school look like, feel like, what would we see as we walked through the building and classrooms? 	<ul style="list-style-type: none"> Powerful Learning Experiences protocol 	<ul style="list-style-type: none"> The protocol is a tool to reflect on each participant’s own powerful learning experiences and how the characteristics of those experiences can inform a collective vision for the school. 	

10:55	STRETCH BREAK				
11:05	Visioning	<ul style="list-style-type: none"> Share the visions from the Module 1 “Futures” Protocol facilitation. Group discusses if the visions have evolved given the “Powerful Learning Experiences” Protocol. (15 min) <ul style="list-style-type: none"> Share the “Vision Statement Checklist”. Individually and then in pairs or triads, participants write a vision statement for the PLC given previous conversations to this point. (30 min) <ul style="list-style-type: none"> Use the “Vision and Mission” protocol. Groups can write Mission Statements to align to the visions. Share visions and see if it is possible to create a collective vision. (30 min) 	<ul style="list-style-type: none"> Vision Statement Checklist Vision & Mission protocol Visions from Module 1 <p>**Collect and document responses. Share vision(s) with the entire faculty.</p>	<ul style="list-style-type: none"> Provides input for Leadership Team to create collective mission and vision for PLC work and the school 	
12:20	LUNCH BREAK				
1:00	School Cultures that support PLC work	<ul style="list-style-type: none"> This next section is to begin to examine the question, “If this is our vision—how do we get there?” Share the data from the School Culture Survey and School Culture Questionnaire that participants completed before this meeting. Debrief and Plan <ul style="list-style-type: none"> Ask the group to reflect on the data and begin to identify strengths and weaknesses. Ensure everyone’s voice is included. Share the “Continuum of School Culture”. <ul style="list-style-type: none"> In groups of 2 or 3, ask participants to further consider the data and reflect on the school’s place along the continuum. Ask small groups to begin to identify a few goals related to School Culture that will enable the successful functioning of PLCs. Ask groups to share-out goals. Collectively identify a few starting goals for School Culture. Consider using the “Goal Setting Protocol” or “Planning for PLC Success” worksheet to create an Action Plan based on the provided data. 	<ul style="list-style-type: none"> School Culture Survey data School Culture Questionnaire data Continuum of School Culture Goal Setting protocol “Planning for PLC Success” 	<ul style="list-style-type: none"> This helps the group to identify what is in place to support PLC work—and what needs to be. Many schools have had some pockets of work around PLC that need to be identified in terms of what worked—and what didn’t. 	

2:15	<p>Forming Teams & Finding Time</p> <p><i>**Skip this section if PLC teams and common planning time have already been identified. If this section is facilitated, timing of other sections must be adjusted.</i></p>	<ul style="list-style-type: none"> ▪ Steps 4 and 5 of Module Two overview the formation of teacher teams and identification of meeting time. ▪ Share information about forming teams: <ul style="list-style-type: none"> ○ Share that teacher teams can be configured in many ways - allowing schools creativity and flexibility in terms of size, scale, and method of grouping teachers within a school. ○ Remind the group that productive Teacher Teams often include 5-6 members. ○ Teams can be formed around grade-levels, core academic subjects, or in other ways. ▪ Ask for feedback on possible team configurations for the school. <ul style="list-style-type: none"> ○ Ensure participants build on one another's ideas. Benefits and trade-offs of various formations should be discussed. ○ When all ideas have been shared, ask the group if any formations seem impractical for the school. ○ Record ideas and identify final options to share with school Leadership Team. ▪ Share information about finding time for teachers to meet: <ul style="list-style-type: none"> ○ Remind the group that often, the first and biggest hurdle in building a PLC is identifying the time for staff to meet. ○ Far more time is required for professional development and cooperative work than is now available. ▪ Share sample schedules and ideas for finding common planning time. <ul style="list-style-type: none"> ○ Ask participants to share any new ideas for creating common planning time. ○ Ensure participants build on one another's ideas. Benefits and trade-offs of various formations should be discussed. ○ When all ideas have been shared, ask the group if any suggestions seem most suitable. 	<ul style="list-style-type: none"> - Sample school schedules - Chart paper and markers to record ideas <p><i>**Identify final options to share with school Leadership Team.</i></p>	<ul style="list-style-type: none"> ▪ This section helps to determine how to create productive teams and finding time to meet ▪ Creating common planning time in a school schedule is an important component of PLC work as it can provide opportunities for teachers to collaboratively discuss and resolve curricular issues, coordinate lesson plans, and to identify common issues or challenges faced by the school. 	
	Closure	<ul style="list-style-type: none"> ▪ Review the outcomes for the day and make sure that each was achieved. ▪ If you will be implementing Module 3, share a preliminary 		We use these end of the day reflections to inform our work and to help us	

		<p>outline and see if anything else needs to be addressed. Determine any necessary Next Steps between now and then.</p> <ul style="list-style-type: none"> ▪ Ask the “Norm Checker” to report on the norms for the group. Ask if anyone has any reflections or feedback as related to the norms. 		<p>look at how Module 2 will best fit participants’ needs</p>	
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