PLC FACILITATOR'S GUIDE
MODULE 4 – The Work of PLC Teams – Part I

ESSENTIAL QUESTIONS:
1. What do PLC Teams do?
2. How does the work of a PLC connect to what we are already doing?

MODULE OUTCOMES:
1. Begin to identify and use practices of an effective PLC
2. Identify how collaborative analysis of classroom data like student and teacher work is a key practice to improve teaching and learning
3. Begin the practice of using "Looking at Student Work" and "Dilemma" protocols to assess progress.

MODULE PRE-WORK:
- Each participant should bring two pieces of work that raise challenges or questions regarding their practice: One piece of student work that is a response to an open-ended assignment, and one assignment or project.
- It should be determined who will present their piece of student work and who will present the assignment. Facilitator should work with this individual(s) beforehand to prepare according to Looking at Student and Teacher work protocol.

PLC INSTITUTE NORMS:
- Listen Actively
- 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 & Norms	▪ Welcome, frame the day, & review agenda ▪ Overview outcomes & essential questions ▪ Overview the established Team Norms from last meeting. o Ask if anyone wants to acknowledge a norm that worked particularly well last meeting. Ask if there are any norms that need particular attention this meeting. ▪ Assign a "Norm Checker". Review the importance of the "Norm Checker". ▪ Also assign a "Note Taker" and "Time Keeper".	▪ Agendas	▪ Connect and structure the day ▪ This Module gets into important protocols for looking at student work and it will be important to stay on track and document learning of the group.	
9:15	Climate of an Effective PLC	▪ The work of the PLC will be to work through the habits of reflective practice, but to also create an atmosphere of shared practice. Ask the group what they think of when they hear "shared practice". List ideas on chart paper. Some summarizations are listed below: o Shared practice is practice through which teachers can observe fellow teachers' pedagogy in a collegial manner as opposed to an evaluative context. o To promote sharing of practice requires developing a climate where teachers open their doors willingly for colleagues to observe classrooms and provide feedback as they "de-privatize" their work. o They are also willing to take risks and unafraid to make mistakes or to learn from one another. ▪ See if some major themes are evident from participants' responses. Identify the big take-aways of shared practice and ask that the group keep the concept in mind as they move forward in the work. ▪ Remind the group that building a collaborative climate is important for shared practice, but is also a complex process that requires time, patience, and reflection. Ask the group what elements help to build a collaborative climate. List ideas. Facilitate the discussion to ensure each voice is heard. Share the elements & staff-wide beliefs/behaviors from Module 4, Page 5 as necessary. o Sensitivity o Norms o Honesty	▪	▪ PLCs engage in reflective work in order to improve teaching and learning. The work of a PLC rests on continually looking at many forms of data in an effort to know how students are learning. ▪ Effective PLCs are always questioning their own practice. Five questions that will often drive conversation are: o What are we teaching? Why are we teaching it? How are we teaching it? How do we know our students are "getting" it? How do our students know they are "getting" it?	

Time	Section	Details	Materials	Notes/Rationale	
		o Openness o Reliability o Mutual Respect ▪ Develop a list of team elements that the group will work to maintain as they develop a collaborative team environment.			

9:45	Looking at Student Work (LASW) - Intro	▪ Introduce the group to the idea of LASW.
		▪ Offer some benefits that teacher teams have noted of LASW
		  o Comprehensive understanding of what students are able to do
		  o Embedded PD into daily practice
		  o Helps identify personal teaching challenges and goals which can be used in evaluation
		  o Builds sense of community
		  o Builds culture to assess quality and rigor of teacher work
		  o Develops shared (and public) criteria of quality student work
		▪ Also introduce Looking at Teacher Work. This is a different entry point to conversation where a teacher can bring a question about his work to the team. For instance, a presenter may share an assessment, project or lesson for feedback.
				▪ Student work is one of the most authentic data sources to inform teachers' decisions.
				▪ Looking collaboratively at student work allows teachers to deeply think about dilemmas of practice.
				▪ Work of children and adults in school should be public.
				▪ LASW must be connected to serious changes in curriculum, instruction, and professional development.	

9:55	Looking at Student Work: Protocols	▪ Provide the chart of protocols to participants to review. ▪ Tell the group that today they will practice with the "Atlas Protocol" and "Tuning Protocol". This will just be a first effort with protocols and will be a practice on which the group will continue to build in the coming months. ▪ Remind the group that no protocol works well unless the presenter has a real question about their practice. The goal is not to look at work that we know is "good" but the protocols help to improve teaching and learning. ▪ Choosing the exact protocol is often determined by the question the presenter is asking and how much time is available. Today the Atlas protocol will help look at student	▪ Chart of Protocols ▪ Atlas Protocol ▪ Tuning Protocol	▪ Now that the group has a general understanding of LASW, this next section looks at possible protocols for LASW. ▪ Specifically, the section will introduce the "Atlas Protocol" and "Tuning Protocol".	

			learning while the Tuning protocol will dive deep into instructional practice. ▪ Introduce which participants will be sharing work today. Thank the individuals for their participation and recognize that this is a great contribution to beginning the work of shared practice.			
10:05			**STRETCH BREAK**			
10:15	Probing Question Protocol		▪ Facilitate the "Probing Question Exercise" ▪ Ask the group to overview the "Probing Question" Pocket guide to get a sense of the Probing Question concept. ▪ Debrief the process. Facilitate a discussion on how the group's understanding about probing questions has changed.	▪ "Probing Question" Exercise ▪ "Probing Question" Pocket Guide	▪ Before the group practices protocols, it is useful to practice using probing questions (an important part of most protocols).	

10:45	Looking at Student Work: Roles, Norms & Process		▪ While there are many protocols to facilitate LASW, in most cases, one group member will be a facilitator, one group member will be a presenter, and the rest will be discussion members.
			▪ Ask if anyone has experience in such a role with LASW. Ask for experiences while conveying the responsibilities of the 3 key roles (Module 4, Page 7-8).
			  o Facilitator: reviews process, sets and keeps time, keep group on topic, leads debriefing
			  o Presenter: prepares an issue and question for protocol, does not participate in discussion but takes notes, specifies what feedback was useful
			  o Discussion Members: provides feedback on issue from presenter, uses both warm and cool feedback, provide practical suggestions for the work
			▪ Refer to the group's norms, and ask which seem relevant to LASW. Create a new list of Norms for Looking at Student Work. Suggest dividing norms by roles. Examples are shared in Module 4, page 8-9.
			▪ Share the case study of LASW. If you use the video, use the "Eyes & Ears" protocol.
			▪ Remind the group that in addition to roles and norms, process is also extremely important to LASW.
				▪ Norms
				▪ Chart paper
				▪ Markers
				▪ Guide for Bringing Work
				▪ Suggestions for Bringing Student Work
					▪ This section is an opportunity to discuss the key processes for looking at student work.
					▪ Participants will be able to discuss the responsibilities of different group members and learn about the tasks for before, during, and after PLC meetings.	

Time					
		- Much work happens before the PLC team meets - the presenter and the facilitator should meet beforehand to discuss the question. - Refer the group to the "Guide to Bringing Work" and "Suggestions for Bringing Student Work" handouts they received prior. Reiterate the key points. - Ask the group if they would like to create a rotating schedule of presenters and facilitators or if they would rather wait until norms are better established. - Now focus the group on the facilitation of LASW. Facilitation is a skill and each member should have the opportunity to hone his or her practice. For now, overview tips within Module 4, Page 15. Ask if anyone else has facilitation tips to share. Remember to focus attention on the importance of debriefing and maintain norms.			
12:00			**LUNCH BREAK**		
12:45	Looking at Student Work: Atlas Protocol	- Introduce the "Atlas Protocol". Re-introduce who will be presenting the piece of student work. Remind the group of the norms discussed earlier as well as the roles of discussion members. - Facilitate the group in implementing the Atlas Protocol. - Debrief the protocol. How did the process work? What went well and what could be improved? How did it feel to use the protocol? What further comments or questions does the group have?	▪ Atlas Protocol	▪ This section gives concrete practice with a protocol for Looking at Student Work.	
1:45	Looking at Student Work: Tuning Protocol	- Introduce the "Tuning Protocol". Re-introduce who will be presenting the assignment. Remind the group of the how this protocol is slightly different from the protocol just completed. - Facilitate the group in implementing the Tuning Protocol. - Debrief the protocol. How did the process work? What went well and what could be improved? How did it feel to use the protocol? What further comments or questions does the group have?	▪ Tuning Protocol	▪ This protocol is useful for examining teacher practice.	
2:45	Closure	- Review the outcomes for the day and make sure that each was achieved. - Collectively set the agenda for the next meeting. If you will be implementing Module 4, Part II, share a preliminary		We use these end of the day reflections to inform our work and to help us look at how Module 4 – Part II will best fit	

| | | outline and see if anything else needs to be addressed. Determine any necessary Next Steps between now and then.
▪ Ask the "Norm Checker" to report on the norms for the group. Ask if anyone has any reflections or feedback. | | participants' needs | |