

PLC FACILITATOR'S GUIDE

MODULE 4 – The Work of PLC Teams – Part II

ESSENTIAL QUESTIONS:

1. What do PLC Teams do?
2. How does the work of a PLC connect to what we are already doing?
3. How do we use the structures and habits of PLC as the lens to connect that work to our larger goals?

MODULE OUTCOMES:

1. Be able to begin using practices of an effective PLC
2. Identify how collaborative analysis of day-to-day classroom data like student and teacher work is a key practice to improving teaching and learning
3. Understand how other data-related practices connect to the work of PLC

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, Norms, and Intro	<ul style="list-style-type: none"> Welcome, frame the day, & review agenda Overview outcomes & essential questions Overview the established Team Norms from last meeting. <ul style="list-style-type: none"> 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”. Remind the group that last time they looked at Looking at Student Work and considered how to build a culture of critically supportive feedback. Today, they will move the practice one step further and will look at classroom experiences with non-evaluative peer observation. 	<ul style="list-style-type: none"> Agendas 	<ul style="list-style-type: none"> Connect and structure the day 	
9:20	Collaboratively Approaching Dilemmas	<ul style="list-style-type: none"> Introduce the “Consultancy Protocol” to the group. <ul style="list-style-type: none"> Consultancy Protocols mirror the practice of deep listening. The process should be friendly and thoughtful and ask hard questions. Remind the group that there are many Consultancy Protocols that ask someone to share a short dilemma, answer clarifying questions, and then probing questions. The presenter will then listen while the group discusses the situation. Ask the group to read the “Consultancy Protocol Case Study” or to watch the video, “Consultancy Protocol in Action”. <ul style="list-style-type: none"> Ask the group what may be particularly challenging in this situation. Ask what strategies they noticed that seem they would be valuable. Ask if any possible strategies were not included. Share the “Tips for Facilitating Consultancy Dilemma Protocols” in Module 4, Part II, page 7. Ask if anyone has other tips to share. Instruct the group that they will now try a protocol. Facilitate the “Issaquah Protocol” or “Consultancy Protocol”. <ul style="list-style-type: none"> Remind the group of the difference between 	<ul style="list-style-type: none"> Handout: Consultancy Protocol or video: “Consultancy Protocol in Action” “Consultancy Protocol Case Study” “Tips for Facilitating Consultancy Dilemma Protocols” Issaquah Protocol Considerations for Responsive Facilitation 	<ul style="list-style-type: none"> This section, including the “Consultancy Protocol”, introduces the idea of collaboratively solving dilemmas. Each staff member often runs into dilemmas regarding their own practice and PLCs can be a great way to resolve such challenges in a positive and collaborative manner. In the future, other group members will be taking on facilitation roles. This section also reminds everyone of the norms and responsibilities for facilitating. Facilitating is a skill and everyone 	

		<ul style="list-style-type: none"> clarifying and probing questions. <ul style="list-style-type: none"> Also remember that the group is not solving the problem but should work to deepen the presenter's thinking. After facilitating the protocol, debrief the process of using the protocol as a group. Ask what worked well and if anything felt uncomfortable. Ask the group what they may like to improve for next time. Share the "Considerations for Responsive Facilitation" handout. 		will need to take time to develop as facilitators.	
10:50	STRETCH BREAK				
11:00	Peer Observations: Introduction	<ul style="list-style-type: none"> Give an overview to the group of peer observations. There are many protocols to facilitate peer observations and the group will need to become familiar with the different purposes of the protocols before they can engage in the work. The focus in peer observations should again be driven by teacher developed questions. Peer observations are always an effective way to embed professional development. The observations can become part of an action plan to reach teacher's individual improvement goals. Ask the group to share initial thoughts. Concerns should be shared as well as any hopes regarding peer observations. Share the "Peer Observation Case Study". <ul style="list-style-type: none"> Ask the group what may be particularly challenging in this situation. Ask what strategies they noticed that seem they would be valuable. Ask if any possible strategies were not included. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> This section is to introduce the concept of non-evaluative peer observations as a powerful tool of PLCs. Peer observations de-privatize classrooms so that teachers can learn from one another and solve problems of practice. 	
11:45	Peer Observation: Cycle of Inquiry	<ul style="list-style-type: none"> Overview the Peer Observation Cycle of Inquiry, found in Module 4, Part II, Page 10. Then, share the chart of Peer Observation Protocols with the group. Ask if anyone has any experience with any of these protocols or has had a similar experience. 	<ul style="list-style-type: none"> Peer Observation Protocols chart 	<ul style="list-style-type: none"> This section focuses on the process of peer observation and introduces several protocols. 	

		<ul style="list-style-type: none"> ▪ In groups of 2 or 3, ask participants to look through the protocols. Have participants discuss the benefits and challenges of the different protocols. <ul style="list-style-type: none"> ○ Ask groups to consider a dilemma in their own practice for which they would find an observation useful. Given this dilemma, what may be a practice protocol for them individually? ○ Ask what parts may be challenging. ▪ Have the groups share their reflections on the various protocols and on the peer observation process in general. ▪ Ask if anyone feels comfortable organizing a peer observation in the coming two weeks. If so, plan to work with this person after the meeting. If not, ensure the group that this is okay and the group can revisit structuring peer observations once the PLC is further along in its formation. 		<ul style="list-style-type: none"> ▪ Participants will have an opportunity to consider the different protocols in light of their own practice. 	
12:30	LUNCH BREAK				
1:15	Peer Observation: Video Camera Protocol	<ul style="list-style-type: none"> ▪ Facilitate the "Video Camera" Protocol with the group. ▪ After facilitating the protocol, debrief the process of using the protocol as a group. Ask what worked well and if anything felt uncomfortable. Ask the group what they may like to improve for next time. 	<ul style="list-style-type: none"> ▪ Video ▪ Video Camera Protocol 	<ul style="list-style-type: none"> ▪ The video and fictional scenario gives the group a chance to practice peer observation with a neutral party. 	
2:00	First Classroom Visits	<ul style="list-style-type: none"> ▪ Tell the group that a great way to get started with peer observations is to think about what teachers want to address in their <i>own</i> practice. ▪ Review the handout of "First Classroom Visits" ▪ Ask the group to spend a few minutes writing reflectively about a question regarding their own practice. This question could be something that informs their visits to other classrooms. 	<ul style="list-style-type: none"> ▪ Handout: "First Classroom Visits" 	<ul style="list-style-type: none"> ▪ Allows teachers to begin to think about how peer observations could support the improvement of their own practice. 	
2:XX	Learning Walk Throughs (Activity?)	<ul style="list-style-type: none"> ▪ Similar to peer observations, "Learning Walkthroughs" explore areas of challenge and success and similar to looking at student work, provide a window into the classroom. ▪ Non-evaluative peer observations or LASW protocols can help gather more data in between Learning Walk Throughs and serve as benchmarks on progress. ▪ Overview the benefits of Learning Walkthroughs as well as 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ "Learning Walkthroughs" developed by Massachusetts Department of Elementary & Secondary Education works well with the work of a PLC team. 	

		how they differ from traditional classroom visits (Module 4, Part II, Page 12).			
2:XX	Data Teams (Activity?)	<ul style="list-style-type: none"> ▪ Remind the group that many schools have already begun to using Data Teams to look at gaps in student achievement and determine contributing factors. Data Teams often use a Cycle of Inquiry to understand data in terms of student learning. ▪ Student Work is a great barometer of student learning and can be explored along with data of student discipline, attendance and home-school connections. 	▪	<ul style="list-style-type: none"> ▪ The work and conversations of Data Teams fits in well with the work of PLCs. 	
2:45	Closure	<ul style="list-style-type: none"> ▪ Review the outcomes for the day and make sure that each was achieved. ▪ Collectively set the agenda for the next meeting. 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 as related to the norms. 		We use these end of the day reflections to inform our work and to help us look at how we will continue to work together.	