Facilitating Teacher Teams and Authentic PLCs

bit.ly/CICPLC4
Hello!

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Who is in the audience?
Essential Question

How can we expand our capacity to effectively lead Professional Learning Communities?

Learning Target

WHAT: Develop leadership expertise necessary for improving performance and enhancing student learning through deliberate practices/protocols.

WHY: “The quality of the decisions we make and the swiftness with which we make them greatly affect the education of our students.” ~ Daniel Venables

SUCCESS: I will know I am successful when I can determine the best protocol to implement.
Create a list of what you currently do during your PLC time.

Dotstorming
https://answer-garden.ch/784942
PLC

The Right Work (video)
Round Robin

From your list, ID what your PLC does collaboratively that impacts how you teach in your classroom?

- **SELF** (30 seconds)

- **SHARE** (3 minutes): #1 share first
  - ★ If Trio - 1 minute each
  - ★ If Quads - 45 seconds each

- **WHOLE GROUP**
FACILITATING Authentic PLCs

**Leading Tight vs Loose**: Eliminates the emotional component of PLC work by shifting the ownership away from any single person and onto the protocol.
DEFINING Authentic PLCs

Leander ISD Operational Definition:
A Professional Learning Community is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

4 Questions of a PLC

1. What do we want students to learn?
2. How will we know they have learned it?
3. How will we respond when the learning has not occurred? (intervention)
4. How will we respond when learning has already occurred? (challenge)

1 = 1st time I’ve seen these
3 = Heard of them
5 = Could teach others
### Self Assessment

#### Station A: Have we created a culture that focuses on student learning?

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<thead>
<tr>
<th></th>
<th>Not true</th>
<th>In Progress</th>
<th>Rockin’ It</th>
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<tbody>
<tr>
<td>1.</td>
<td>We have created collective commitments/norms for celebrating our progress, model our commitments, and confront violations of the commitments.</td>
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<td>2.</td>
<td>We use protocols to guide us in working together.</td>
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<td>3.</td>
<td>We engage in dialogue rather than monologue—conversations instead of presentations—to provide people ample opportunity to ask questions and raise their concerns.</td>
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#### Station B: What do we want students to learn?

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<tbody>
<tr>
<td>1.</td>
<td>We use historical student achievement data and establish measurable goals to drive instruction.</td>
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<td>2.</td>
<td>We use the LISD Curriculum Documents and high-stakes assessments to determine essential outcomes.</td>
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<td>3.</td>
<td>We create the common assessment(s) based on our essential outcomes.</td>
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<td>4.</td>
<td>We collectively share high-yield strategies that positively impact student learning.</td>
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Station Rotations

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How can we expand our capacity to effectively lead Professional Learning Communities?