

PLCs

What it is

- Teachers collaborating to improve teaching.
- Teachers engaging in dialogue and discussion.
- Teachers researching the best ways to master content and putting research into practice.
- Teachers using data to make adjustments.
- A team that is committed to continuous improvement.

What it is NOT

- A faculty meeting.
- A meeting to divvy up lesson planning work.
- A meeting to discuss operation topics.
- A book study.
- A program or an initiative.

Tight structures

- A PLC must develop assessments together.
- A PLC must give assessments together.
- A PLC must discuss assessment results together AND make collaborative adjustments to instruction.
- Must have an agenda. Everyone must come with their work/data/research ready.

Loose structures

- Doesn't have to be a set day of the week. If can be, but doesn't have to be. PLCs have to meet when they need to.
- Strategies and methods may vary depending on teacher strengths.

4 BASIC QUESTIONS OF THE PLC

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the **learning** for students who are already proficient?

SUMMARY

A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential.

Professional learning communities tend to serve two broad purposes: (1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching.