



**3 C's of
Professional Learning
Communities:
Culture, Communication
and Collaboration**

***National Indian Head Start Directors Association
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Agenda

- Welcome
- What are PLCs? ...And why do we need them?
- Our PLC Story
- Getting Started - Tools for Teams
- Getting Results
- Start Your PLC Story



Essential Questions

- What are PLCs and why do we need them for Head Start?
- What are the challenges and rewards of implementing PLCs?
- What role does culture play in PLCs?
- How might PLCs improve communication and collaboration?
- How might PLCs improve focus on school readiness?
- What are the results and how do we ensure they continue?
- What do we need to do to get started with PLCs?



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Best Practices for Professional Learning Communities

You've no doubt heard the term professional learning community (PLC) used in educator circles. Every school serious about improvement should have one, say experts.

So what is a PLC? And how can schools get the most "bang for the buck" from this proven approach to school improvement?

A professional learning community (PLC) involves much more than a staff meeting or group of teachers getting together to discuss a book they've read. Instead, a PLC represents the institutionalization of a focus on continuous improvement in staff performance as well as student learning. Called "the most powerful professional development and change strategy available," PLCs, when done well, lead to reliable growth in student learning.



In a nutshell, PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what *does* and *doesn't* work to enhance student achievement.

Read More: [AMLE Research Summary - Professional Learning Communities](#) (2012). Association for Middle Level Education.

The focus of PLCs is ongoing "job-embedded learning," rather than one-shot professional development sessions facilitated by outsiders, who have little accountability regarding whether staff learning is successfully applied. In addition, PLCs emphasize teacher leadership, along with their active involvement and deep commitment to school improvement efforts. PLCs therefore benefit teachers just as much as they do students.

Read More: [Professional Learning Communities](#) (2009). The Center for Comprehensive School Reform and Improvement.

How does this process of intensive reflection and job-embedded learning unfold? Typically it includes six steps—**study, select, plan, implement, analyze, and adjust**. Prior to beginning

the process, teachers review student achievement data to identify a specific standard or standards on which many students are not meeting goal.

- Teachers work in collaborative planning teams to examine critically and discuss standards-based learning expectations for students.
- These teams select evidence-based instructional strategies for meeting the standards.
- Teams develop a common lesson plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate learning.
- Teachers implement the planned lesson, record successes and challenges, and gather evidence of student learning.
- Teams review student work and discuss student understanding of the standards.
- Teams reflect on the implications of the analysis of student work and discuss potential modifications to instructional strategies.

The PLC approach is a long-term proposition, taking three to six years to fully incorporate into a school's routine practices. Staff teams need to have time to meet during the workday throughout the year. They also need to focus their efforts on essential questions about learning and generate products such as lists of key student outcomes, methods of assessment and strategies for meeting goals.

During the first year of implementation, staff teams usually need to complete several cycles of the six steps in order to master the process. For the next few years, most schools and districts also benefit from the support of an external facilitator.

Read More: [The Professional Teaching and Learning Cycle: Introduction](#) (2008). Southwest Educational Development Laboratory.

The process sounds straightforward enough. Yet without paying attention to best practices, schools may fail to reap the benefits of PLCs. Consider the following best practices—PLCs work best when schools have:

1. A culture that supports collaboration;
2. The ability to take an objective/macro view of school efforts; and
3. Shared beliefs and behaviors.

Read More: [Professional Learning Communities](#) (retrieved 2012). Public Schools of North Carolina – State Board of Education, Department of Public Instruction.

Let's explore each of these best practices in more detail.

A Collaboration-Friendly Culture

Collaboration cannot be forced. Instead, school leaders should help all members of the school community feel attached and committed to the work. Some ways to do this including articulating a clear, specific and compelling vision; matching tasks and roles to staff members who are personally invested in them; expanding leadership roles; and making coordination easy.

Consider facilitating coordination through online tools such as [Basecamp](#) (a project-coordination platform) and [Blackboard](#) (an online learning platform).

Read More: [5 Ways to Build a Culture of Collaboration With Staff, Teachers and Parents](#) (retrieved 2012). Kruse, Sharon D., for American Association of School Administrators.

Viewed a different way, several things must *stop* happening in order to enable meaningful collaboration. Schools must stop pretending that merely presenting teachers with standards is sufficient for ensuring that all students receive a common curriculum. Districts also need to make sure that the *intended* curriculum matches what teachers are actually teaching.

In addition, educators must stop making excuses for failing to collaborate. For example, is it true that staff really can't find the time, or is it that they find operating in isolation preferable to the hard work of collaboration?

Read More: [What Is a Professional Learning Community?](#) (2004). DuFour, Richard, for Educational Leadership.

An Objective View of School Efforts

An external facilitator's work with a school PLC involves getting familiar with staff and assessing their way of operating as it relates to school improvement goals. Facilitators also can help bring a school's fragmented efforts into alignment, especially at the beginning of the process.

Change facilitators are able to take a "balcony" or macro-centric view of the situations and contexts facing school staff. Recognizing the leadership qualities of the principal and the extent to which leadership is dispersed in the school, facilitators can provide appropriate support to staff in meeting their goals.

Read More: [Professional Learning Communities - An Ongoing Exploration](#) (2000). Morrissey, Melanie S., for Southwest Educational Development Laboratory.

Shared Beliefs and Behaviors

Staff-wide beliefs and behaviors that support successful PLCs include:

- Failure, mistakes and uncertainty in work are openly shared and discussed;
- Colleagues agree on broad educational values, but accept disagreements that foster new dialogue;
- Teachers receive respect and consideration as people; and
- Administrators support "dispersed leadership," where teachers develop the confidence to select and adapt strategies that drive improvement.

Read More: [NCREL Monograph: Building Collaborative Cultures - Seeking Ways to Reshape Urban Schools](#) (1994). Peterson, Kent, for North Central Regional Educational Laboratory.

Additional key beliefs and practices include:

- A relentless commitment to improvement;
- A view of improvement as a team effort for which everyone is responsible;

- An acknowledgement that teacher behavior is key to enhancing student learning;
- A belief that knowledge is constructed from day-to-day experiences, along with the ability to share those experiences; and
- A value placed on ongoing learning (continuous inquiry).

Read More: [Professional Learning Communities](#) (2009). The Center for Comprehensive School Reform and Improvement.

Another core belief of effective PLCs is that all students can learn. Schools embracing this belief motivate teachers to share a vision for promoting student learning.

Further, in successful PLCs, high expectations of teachers and students emerge within a set of priorities that benefits the whole school as well as teachers' personal ambitions.

Finally, effective PLCs address the interpersonal skills of trust, collaboration and communication.

Read More: [Professional Learning Communities - Characteristics, Principals, and Teachers](#) (2009). Cormier, Ron and Olivier, Dianne, for the Annual Meeting of the Louisiana Education Research Association.

Related resources

[Building Trust in Collaborative Learning Communities](#)

[Co-Teaching Tips](#)

[Better Book Study Groups](#)

Article by [Celine Provini](#), EducationWorld Editor

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**This One Line in Your Lesson Plans
Could Make A Major Difference**

NOW PLAYING



WHAT ARE PLCs?

A PLC is... and you would see...	A PLC is not...
<ul style="list-style-type: none"> Whole staff involvement in goal setting, reflection on and strategic use of instructional practices, and monitoring of outcomes 	<ul style="list-style-type: none"> Some of the staff, some of the time An opportunity to opt out A workshop, a program. teacher book study Team discussion of random topics
<ul style="list-style-type: none"> Educators learning to become more effective so students will learn more successfully 	<ul style="list-style-type: none"> Faculty, grade level or subject matter meetings focused on management issues Working harder at what we've always done
<ul style="list-style-type: none"> Job embedded learning 	<ul style="list-style-type: none"> Disconnected from child development and learning
<ul style="list-style-type: none"> Focus on problems of instructional practice 	<ul style="list-style-type: none"> Not school politics Not stories of student behavior Not personalities, or negotiations for whose ideas matter Not school procedures and polices
<ul style="list-style-type: none"> Focused on improving the quality of instruction <ul style="list-style-type: none"> Examining assignments and assessments Examining student work 	<ul style="list-style-type: none"> Anything is as good as anything else As long as it is done, it is good enough
<ul style="list-style-type: none"> Use of evidence to determine next steps <ul style="list-style-type: none"> Uses formative and summative data Determines focus of learning goals Establishes success criteria Examines and interprets evidence 	<ul style="list-style-type: none"> A checklist of activities
<ul style="list-style-type: none"> Takes action to impact schoolwide problems of practice 	<ul style="list-style-type: none"> Staff try to take action, if they are interested

WHAT ARE PLCs?

Five Key Characteristics

Shared Beliefs, Values and Vision

- The Staff consistently focuses on students learning, which is strengthened by the staff's own continuous learning

Shared and Supportive Leadership

- Administrators and faculty hold shared power and authority for making decisions

Collective Learning and Its Application

- What the community determines to learn and how they will learn it in order to address students learning needs is the bottom line

Supportive Conditions

- **Structural factors** provide the physical requirements: time, place to meet, resources and policies, etc., to support collaboration
- **Relational factors** support the community's human and interpersonal development, openness, truth telling, and focusing on attitudes of respect and caring among the members

Shared Personal Practice

- Community members give and receive feedback that supports their individual improvement and that of the organization

Seven Team Start-up Tasks

- Identify the WHO
 1. Identify team members
 2. Identify the sponsor and stakeholders
 3. Define team member roles
- Identify the What and WHY
 4. Identify group goals
- Define the HOW
 5. Discuss the assumptions about collaboration and how the team will do its' work
 6. Agree on norms/ground rules
 7. Develop a charter

Conscious Discipline Connection

It starts with routines:

- Routines create patterns
- Patterns create predictability
- Predictability creates safety
- Safety creates calm
- When people feel calm, they are open to connect

Charter

- Charter purpose is to influence and organize the culture, collaboration, and communication of the learning team.
- Establishes the shared expectations and procedures.
- Completed at the beginning, revised when there are significant changes, at least annually.

- **Cornerstones of Productive Collaboration**

- **People**

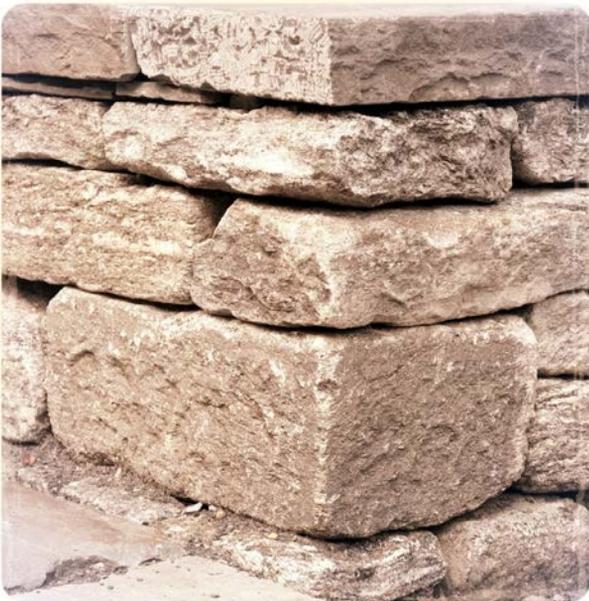
- Leadership, Commitment, Knowledge and Skills

- **Task**

- Functions, Work Plans, Timelines and Results

- **Process**

- Decision-making, Problem-Solving, Communication and Meetings



Team Charter

Team Name _____ **Date Team Established** _____ **Date Reviewed and Revised** _____

Provide a brief snapshot of your school or organization. You may want to include a description of the community, number of students, grades served, number of teachers, etc.

1. Identify Team Members

List all members and who they represent on the team.		
Member Name	Professional Position/ Organizational Role	Interests/Strengths

2. Identify Sponsors and Stakeholders

Identify the team sponsor and stakeholders and how that person or group will be kept informed of progress.		
Team sponsor(s) Who authorized and/or funded your participation?	Engaging Sponsors How will the sponsors be engaged in the team's work and decisions? (e.g. Participation in group decisions, review drafts, reports, etc.)	Communication Routine How are you communicating with sponsors?

2. Identify Sponsors and Stakeholders (Continued)

Team Stakeholders Who has an interest in the outcome of the team's work?	Engaging Stakeholders How will the stakeholders be engaged in the team's work and decisions? (e.g., participation in surveys, focus groups, review drafts, etc.).	Communication Routine How are you communicating with stakeholders?

3. Identify Authority Level of Team

Identify the level of authority the team will have to make decisions, implement plans and commit funding.
<input type="checkbox"/> Team has full authority to develop plan, act on plan and commit funding <input type="checkbox"/> Team has full authority to develop plan and act on plan, but may not commit funding <input type="checkbox"/> Team makes plan recommendations to sponsor, staff or improvement team. Team proceeds following acceptance of plan and commitment to funding <input type="checkbox"/> Team makes plan recommendations to sponsor, staff or improvement team. Sponsor, staff or improvement team makes decisions about proceeding with plan and committing funding <input type="checkbox"/> Team keeps sponsors and stakeholders informed of plan, but has no authority to act or commit funding

4. Identify Team Roles and Duties

Role	Team Member Name	Duties
Participant Leader Facilitator/Timekeeper Recorder/Reporter Data Profiler Coach Other _____		

5. Identify Team Purposes and Goals

Describe the purpose of your team, including specific end results or outcomes.

6. Establish Team Norms

List Team Norms established collaboratively by the group below.

7. Plan the Work

Team Meetings: List the frequency, length and location of meetings.		
Frequency of Meetings	Length of Meetings	Location

7. Plan the Work (Continued)

Tasks & Timelines List activities that the team will use to achieve the desired results. Describe timeline in phases within specified time ranges or provide specific date(s)	
Tasks	Timelines
Resources:	
Describe any resources that the team has to support its work.	Describe any resources the team will need to obtain to support its work.

8. Determine Teamwork Processes: Describe teamwork processes for ensuring effective meetings and clear and frequent communications with others.

Planning the agenda: Describe how each agenda will be planned and who will be responsible for planning and distribution.
Decision making process: Describe the process used to make decisions—consensus, voting etc.
Data collection, analysis and display: Identify the systems, skills or other resources that are needed for the team to be able to effectively collect, prepare, and display data for analysis.
Evaluating meeting feedback: Describe how meeting feedback from participants will be collected, analyzed and evaluated.
Record keeping procedures: Describe how you will keep records of planning and implementation decisions and how you will keep materials organized and available to others.
Communicating meeting results: Describe how the results of the meeting will be communicated to team members, sponsors and stakeholders.

Agenda & Meeting Record

- Developed by the Team Leader and Facilitator with input from participants
- Distribute in advance of the meeting
- Use at every meeting



Five Step Meeting Agenda

1. Check-in
2. Review meeting record, agenda and norms/ground rules
3. Conduct meeting business
 - review, discuss, decide, present, and/or learn
4. Identify next steps and develop next agenda
5. Collect meeting and/or teamwork feedback

Meeting Record

- Records “group memory”
- Keep track of
 - Key discussion topics, decisions and actions
 - Assignments
 - Participation
 - Future agenda items
- Congratulate successes and effort
- Do not track individuals who came up with ideas or faced challenges
- Use every meeting
- Keep in notebook along with agendas and other communications

PLC Team Meeting Record

For Collaborative Team Meetings

Bold = Completed Before Meeting

Italicized = Completed During the Meeting

Team Name		Meeting Focus : Strategic/Improvement Plan or Problem of Practice Provide Name or Description:			
Meeting Date		Meeting Location:		Starting Time: Ending Time:	
Facilitator:	Recorder/Reporter:	Data Profiler:	Team Leader:	Coach:	
<i>Team Members Present</i>			Norms •		

Five Step Meeting Agenda

1. Check-in
2. Review of meeting record, agenda and norms
3. Professional Learning Cycle (Key Questions)

Student Learning	Teacher/Staff Learning
<ul style="list-style-type: none"> What is it we want our students to learn? How will we know if each student has learned it? How will we respond when some students do not learn it? How will we extend and enrich the learning for those who mastered it? 	<ul style="list-style-type: none"> What are our current practices? Which practice(s) will we change to improve student learning? What support do we need to learn and implement the targeted practice? How will we measure effective implementation of the practice?
4. Identify next steps and develop next agenda
5. Collect norms, meeting or teamwork feedback, or personal reflection on learning.

Agenda					Meeting Record		
Time	Item	Lead Person	Activity	Materials Needed	Discussion Points	Decisions/ Actions to Be Taken	Outcome
							<input type="checkbox"/> Completed <input type="checkbox"/> Continued
							<input type="checkbox"/> Completed <input type="checkbox"/> Continued
							<input type="checkbox"/> Completed <input type="checkbox"/> Continued
							<input type="checkbox"/> Completed <input type="checkbox"/> Continued
							<input type="checkbox"/> Completed <input type="checkbox"/> Continued

Upcoming Meetings

<i>Next Meeting(s)</i>	<i>Date</i>	<i>Time</i>	<i>Location</i>
<i>Agenda Items for Next Meeting</i>		<i>Agenda items for Future Meetings</i>	

PLC Team Meeting Agenda & Record

Bold = Completed Before Meeting

Italicized = Completed During the Meeting

Team Name ECEC PLC Leadership Team	Meeting Focus Provide Name or Description	Strategic/Improvement Plan	OR	Problem of Practice
Meeting Date 6/17/19	Meeting Location Tami's Office	Starting Time 12:30		
		Ending Time		
Facilitator M	Recorder/Reporter J	Team Leader		
Norms <ul style="list-style-type: none"> Starting and end on time: Honor meeting time (more or less as needed) Stick to the subject on hand Prepare agenda items ahead of time Have fun Give each person a chance to speak and a chance to listen Support decisions made once consensus is reached 		<i>Team Members Present</i> <ul style="list-style-type: none"> 		

Five Step Meeting Agenda

1. Check-in
2. Review of meeting record, agenda and norms
3. Professional Learning Cycle (Key Questions)

Student Learning	Teacher Learning
<ul style="list-style-type: none"> What is it we want our students to learn? How will we know if each student has learned it? How will we respond when some students do not learn it? How will we extend and enrich the learning for those who mastered it? 	<ul style="list-style-type: none"> What are our current practices? Which practice(s) will we change to improve student learning? How will we support teachers as they learn and do the targeted practice? How will we measure effective implementation of the practice?

4. Identify next steps and develop next agenda
5. Collect meeting or teamwork feedback, or personal reflection on learning

Time	Item	Lead Person	Activity	Materials Needed	Discussion Points	Decisions/ Actions to Be Taken	Outcome
3 min.	Check in	M,	Beginning Question: What are you looking forward to the most next school year? What focus area?				Completed/ Continued
2 min.	Meeting Start up/Norms/ Item Review	M	Norms Review agenda items	Norms			Completed/ Continued
45 mins	Problem Of Practice <i>Teachers have been trained on reviewing TS GOLD data to</i>	J, M, D, T	1. Review last Data Traininig results/	5 mins			Completed/ Continued

	<i>individualize for student's formal and informal observations in classrooms and PLCs indicated that individualization for students is not occurring consistently. What are teachers doing to individualize for students who didn't learn the concepts or for those who did and need extension and enrichment?</i> ACTIVE SUPERVISION/ PHYSICAL ENVIRONMENT		2. ECEC-PD 3. TPITOS/TPOT Data 3. 6/9-6/13 PD discussion 4. Review SMART Goal	5 mins 20 mins 10 mins	TPITOS- training needed for new tool. TPOT- Potential problem of practice, problem solving skills for children.		
3 min.	Agenda items for next week	M, D, T, J		5 mins			Completed/ Continued
2 min.	Reflection Time/Review of items covered	M		5 mins			Completed/ Continued

<i>Next Meeting(s)</i>	Date 5/20/2019	Time	Location Tami's Office
<p><i>Agenda Items for Next Meeting: (Upcoming Meetings)</i></p> <p>Review previous POP/continue</p> <p><i>NEO Updates</i></p> <p>Upcoming Areas of Exploration:</p> <ul style="list-style-type: none"> *Consensus regarding physical environment expectations and how to evaluate in a meaningful manner *Clear Understanding on the roles/norms of PLC process *Coaching PLC process *Clear Expectations on individualization (System)/Assessment/Progress Monitoring/Documentation *Family involvement on Readiness Goals 			

*Curriculum with Fidelity

*Validity and Reliability aspect on data collection

Upcoming

Leader-driven vs. Collaborative Teams

• Leader-driven Teams

- Leader develops agenda
- Leader determines outcomes
- Leader determines process for attaining outcomes
- Leader leads meeting and is the dominant voice heard
- Leader is highly invested in process
- Leader follows through on tasks

• Collaborative Teams

- Team develops agenda
- Shared leadership, shared vision of outcomes
- Meeting preparation shared with facilitator
- All team voices are heard
- Leaders voice is heard in context of team's work
- Team is invested in the work and follows through on tasks and focuses on results



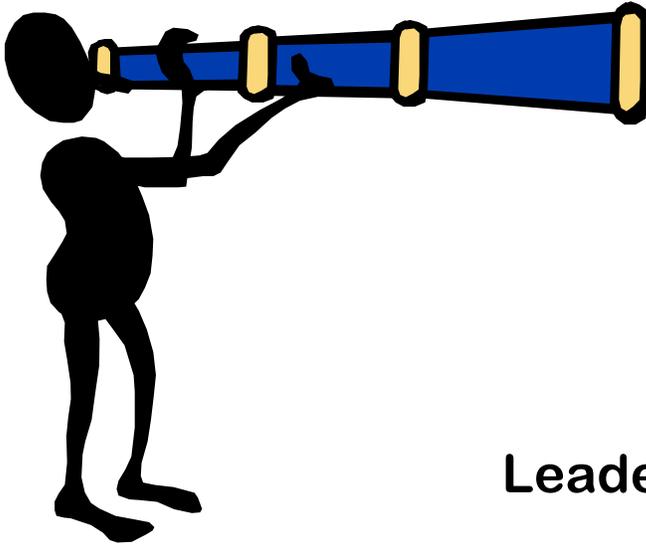
TEAM MEMBER ROLE: PARTICIPANT

**Participant =
Engaged Contributor**

Responsibilities	Skills	Actions
<p>Responsible for carrying out the team's work</p> <ul style="list-style-type: none"> • Do the team's thinking • Actively participate in agenda and team efforts • Work toward developing sustainable agreements • Support the leader in implementation and evaluation of the team's work • Support the team's efforts through communication inside and outside the team • Participate in coaching sessions 	<ul style="list-style-type: none"> • Active listening • Open to learning from others • Discussion • Sharing • Thinking skills • Problem solving • Dialogue 	<p>Before the Meeting</p> <ul style="list-style-type: none"> • Read agenda and materials in advance. • Complete necessary preparations for meeting. <p>During the Meeting</p> <ul style="list-style-type: none"> • Attend all meetings • Follow group norms • Fully participate in meetings and activities • Contribute to discussion, voice ideas and opinions • Offer input and advice • Support team decisions • Volunteer to fulfill team roles; assume team tasks • Encourage all members' ideas and opinions be heard <p>After the Meeting</p> <ul style="list-style-type: none"> • Complete tasks on time • Communicate with leader regarding task completion and other concerns • Reviews meeting record for accurate and complete decisions.

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TEAM MEMBER ROLE: LEADER

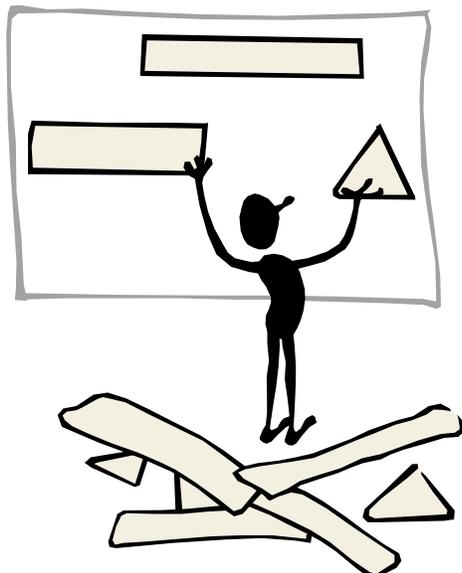


Leader = Visionary Guide

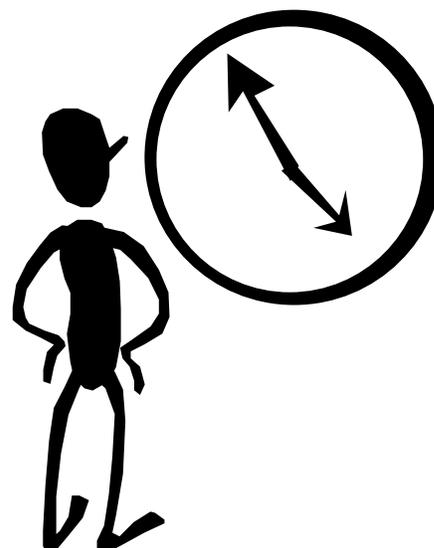
Responsibilities	Skills	Actions
<ul style="list-style-type: none"> • Keeps group focused on vision and goals • Responsible for seeing team accomplishes task • Schedules, arranges for meetings • Provides structure and support for accomplishing the task(s) • Ensures members understand their roles and responsibilities • Ensures members complete tasks in timely manner • Establishes agenda with facilitator • Serves as liaison to coach, speakers and content experts • Selects and uses appropriate levels of shared leadership and decision-making • Works with team facilitator, coach and other roles to improve team functioning 	<ul style="list-style-type: none"> • Clear vision of task, timelines, and products • Provides support as group does the work • Active listening • Open to learning from all • Discussion • Sharing • Coherence • Data use • Thinking skills • Problem solving 	<p>Before the Meeting</p> <ul style="list-style-type: none"> • Identifies scope of work and broad timelines • Prepares for all meetings • Shapes meeting agenda in coordination with the facilitator • Sets specific tasks/outcomes • Assures agendas are distributed in advance to all members • Invites participants and guests • Shields group from interference from outside sources. <p>During the Meeting</p> <ul style="list-style-type: none"> • Attends all meetings • Ensures all members contribute regularly • Participates and contributes as a team member • Provides team support, guidance and direction when necessary <p>After the Meeting</p> <ul style="list-style-type: none"> • Follows through to ensure effectiveness of team work • Schedules team progress reviews • Seeks support and guidance from sponsor • Ensures sponsor knows both progress and challenges of the team • Evaluates teamwork and team progress • Keeps team moving forward

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TEAM MEMBER ROLE: FACILITATOR



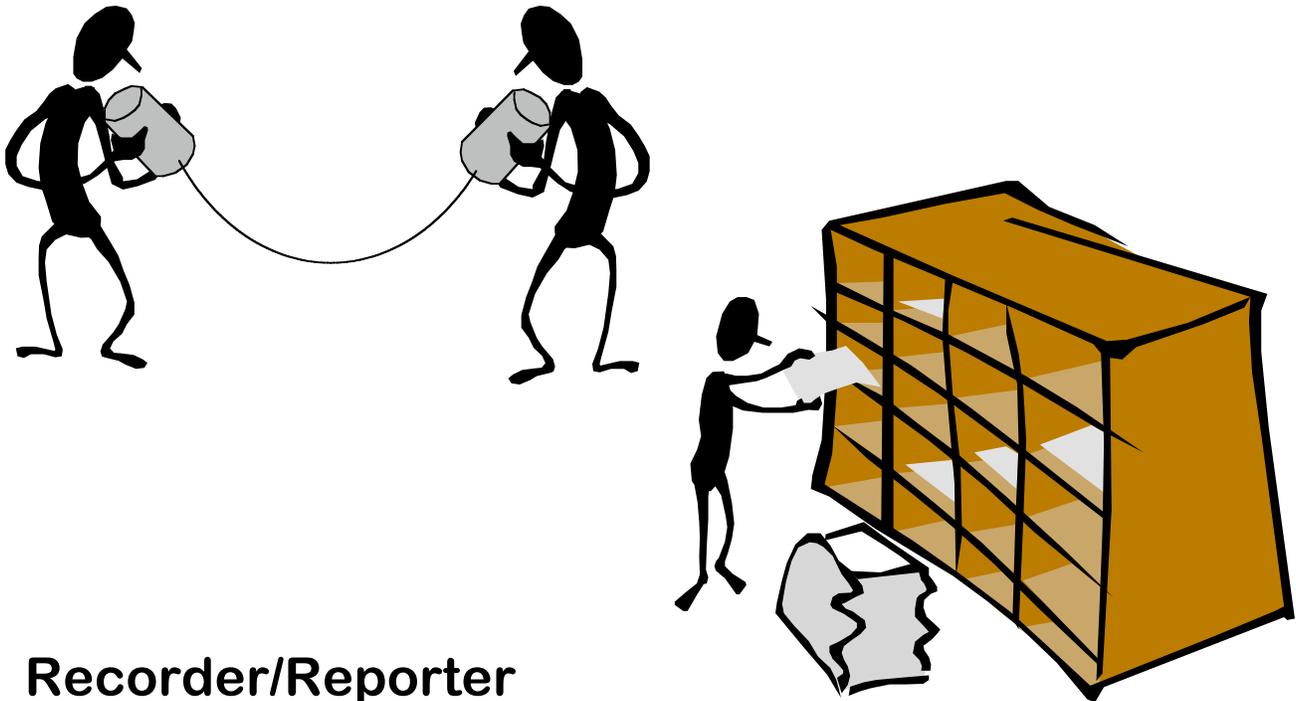
**Facilitator =
Process &
Timekeeper**



Responsibilities	Skills	Actions
<ul style="list-style-type: none"> • Responsible for executing the agenda and ensuring group works together effectively • Assists team in doing their best thinking • Designs processes to achieve outcomes within timelines • Guides team through processes (brainstorming, decision making, problem solving, etc) and teaches new processes • Develops shared understanding • Builds consensus and cultivates sustainable agreements • Encourages full participation and shared leadership • Usually refrains from acting as a participant • Works with team leader to improve team functioning • Focuses on ensuring effective and equitable communication with all participants and stakeholders 	<ul style="list-style-type: none"> • Active listening • Body language • Paraphrase • Clarify • Data use • Checking Participants' perceptions and readiness for decisions • Refocus • Makes connections • Conflict management • Uses repertoire of process tools 	<p>Before the Meeting</p> <ul style="list-style-type: none"> • Prepares for all meetings • Designs effective agendas with input from participants and in coordination with leader <p>During the Meeting</p> <ul style="list-style-type: none"> • Facilitates all meetings • Ensures all participants and guests have been introduced. • Establishes and follows operating procedures • Creates and maintains a positive atmosphere • Maintains neutrality and focus on group progress • Models effective processes and uses appropriate tools • Engages all participants • Keeps conversations focused • Balances needs of participants and requirements of tasks • Keeps time and honors time commitments <p>After the Meeting</p> <ul style="list-style-type: none"> • Supports participants in understanding and accomplishing tasks between sessions • Conducts necessary follow up • Assists Leader to maintain forward momentum towards desired outcomes

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TEAM MEMBER ROLE: RECORDER/REPORTER



Recorder/Reporter = Historian & Communicator

Responsibilities	Skills	Actions
<ul style="list-style-type: none"> • Keeps track of team progress and history • Keeps group apprised of progress and previous decisions • Records what and how decisions are made • Works with leader and facilitator to develop meeting record format • Communicates team ideas, messages and progress to stakeholders • Ensure products are completed and communicate clearly the team's work 	<ul style="list-style-type: none"> • Active listening • Note taking • Summarizing • Written Communication • Organizing • Editing • Clarifying • Silence 	<p>Before the Meeting</p> <ul style="list-style-type: none"> • Distributes meeting record/minutes to participants <p>During the Meeting</p> <ul style="list-style-type: none"> • Attends all meetings • Reviews accomplishments from last meeting, tasks to be completed and agenda items • Takes notes during meetings; captures team ideas and decisions in written format • Refrains from attributing the group's Ideas and work to individuals team members <p>After the Meeting</p> <ul style="list-style-type: none"> • Provides written records of team decisions, products and communications • Corrects and updates records as needed • Preserves team history through maintaining team notebook • Supports accurate team communications • Develops summary reports & distributes or presents to stakeholders outside the team

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TEAM MEMBER ROLE: DATA PROFILER



Data Profiler = Data Specialist & Champion

Responsibilities	Skills	Actions
<ul style="list-style-type: none"> • Data collection • Data displays • Data organization • Assists in data interpretation • Supports the use of data in making team decisions • Distributes data • Constructs and updates data profiles 	<ul style="list-style-type: none"> • Understands how to interpret simple data • Organization • Communication • Data display skills • Excel or other data programs 	<p>Before the Meeting</p> <ul style="list-style-type: none"> • Distributes data to team members and other stakeholders <p>During the Meeting</p> <ul style="list-style-type: none"> • Attends all meetings • Brings relevant data to all meetings • Assists in data interpretation • Champions the use of data, when appropriate, to make decisions <p>After the Meeting</p> <ul style="list-style-type: none"> • Collects, analyzes, and displays team data • Constructs and updates data profiles • Keeps data current • Supports the team in the use of technology for the use of data • Applies data skills to further the work of the team

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TEAM MEMBER ROLE: COACH



Coach = Questioner

Responsibilities	Skills	Actions
<p>Responsible for leading planning and reflecting sessions and observing team meetings and other events</p> <ul style="list-style-type: none"> • Champion of work team • Challenges group to do their best work • Works with team leader, facilitator and members to improve team functioning • Supports team with resources and expertise • Establishes a trusting relationship • Believes in efficacy of group • Uses nonjudgmental conversation • Employs knowledge of coaching skills & strategies • Assists team to achieve their vision 	<ul style="list-style-type: none"> • Active listening • Body Language • Uses data • Data collection • Questioning • Paraphrasing • Clarifying • Pausing • Silence • Facilitation skills 	<p>Before the Meeting</p> <ul style="list-style-type: none"> • Prepares for meetings and all coaching sessions • Identifies and prepares for areas where the team may need additional support • Coordinates activities with the Facilitator and Leader <p>During the Meeting</p> <ul style="list-style-type: none"> • Attends all meetings, observations and coaching sessions • Observes and collects data on team functioning and content-based issues • Communicates with group regarding data collected and observation results • Maintains neutral supportive stance as primary coaching approach • Selects appropriate interaction stance to support group needs: coach, collaborate, consult, evaluate, direct. • Provides content knowledge, group processes or other expertise as needed • Analyzes group interaction to determine barriers to progress • Maintains focus on reaching desired results <p>After the Meeting</p> <ul style="list-style-type: none"> • Offers support to team, Leader and individual members • Follow-up to ensure members are receiving sufficient support to accomplish tasks • Follow-up with Team Leader and Facilitator to address team challenges and progress

Tucker, K. (2008). Team facilitation. Insights for Learning: Flagstaff, AZ. kt@insightsforlearning.com.
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From Getting Started to Results

- Understand what a PLC is...
- It starts with routines...
 - Charter
 - Meeting Agenda & Record
 - Roles
- Identify Goals and Problem of Practice
- Work the PLC Learning Cycle
- And monitor results...



Problem of Practice

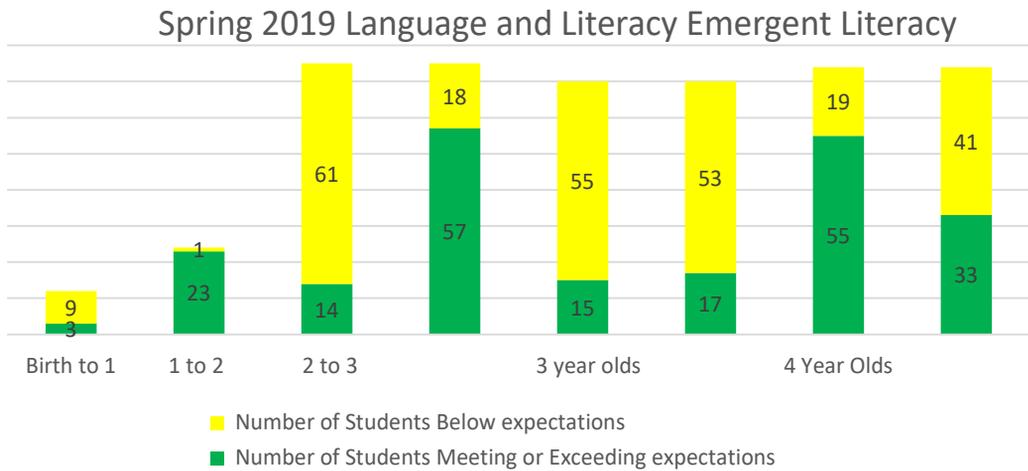
Leadership Team

- Teachers have been trained on reviewing TS GOLD data to individualize for student's formal and informal observations in classrooms and PLCs indicated that individualization for students is not occurring consistently.

Problem of Practice

Pre-K PLC Team

- Pre-K PLC POP: Teachers have been trained on utilizing the creative curriculum in the classroom in order to teach with fidelity. In the spring 2018 49/80 students met or exceeded the letter recognition goal and 22/80 met or exceeded the letter sounds goal. Are the teachers using appropriate practices in the environment to support the curriculum?

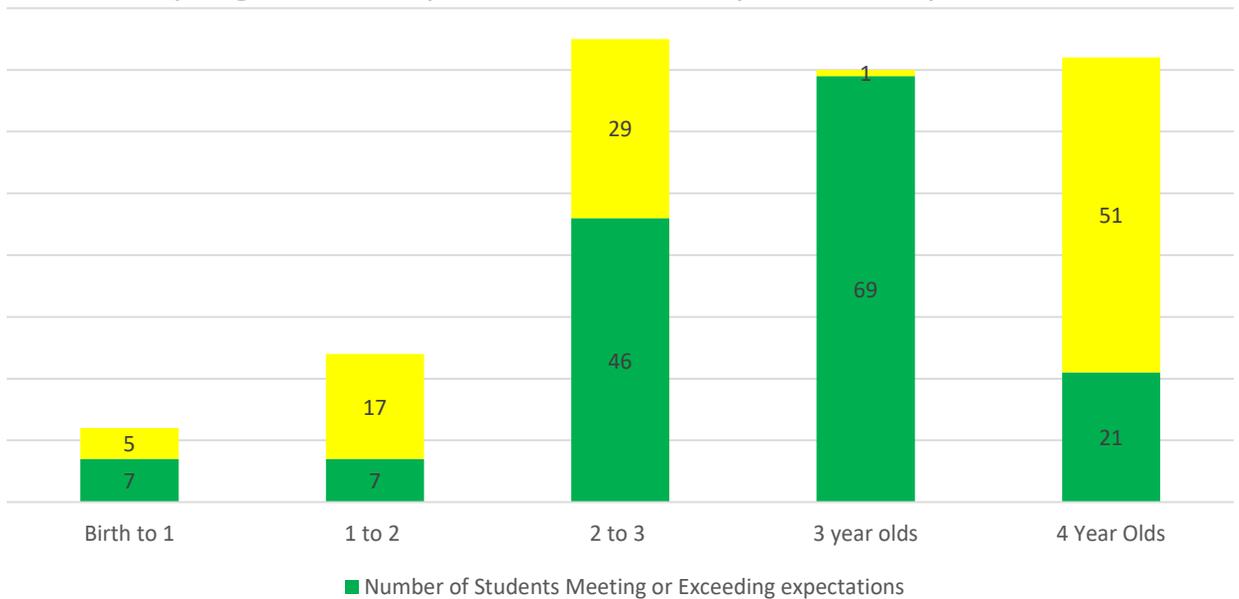


Problem of Practice

Preschool Team

- Students were provided fine motor instruction throughout 2017-2018 school year. Spring 2018 data showed that 31% of the students fell below widely held expectations in TSG 7a, Level 6.

Spring 2019 Perceptual, Motor, and Physical Development



Problem of Practice

- A **problem of practice** is an area that a school or school district identifies that focuses on the **instructional** core, is directly observable, is actionable, and connects to a broader strategy of improvement.
- This is often framed as a question around which a site wants to gather some data.

Identifying Lessons and Strategies

- Digging deeper into curriculum
 - What is working/not working with our students?
- Changing the physical environment
- Including all staff
- Enlisting the support of parents



Measuring Progress

- Determine what success looks like
- Collect and interpret evidence
- Develop an action plan to impact the problem of practice



PLC Learning Cycles

- How do we implement cycles of continuous improvement?
 - (Called Professional Teaching and Learning Cycle in the *Best Practices for PLCs* article).
- Currently learning how to implement cycles of continuous improvement more efficiently and effectively with an eye towards have more than one problem of practice being addressed at a time.

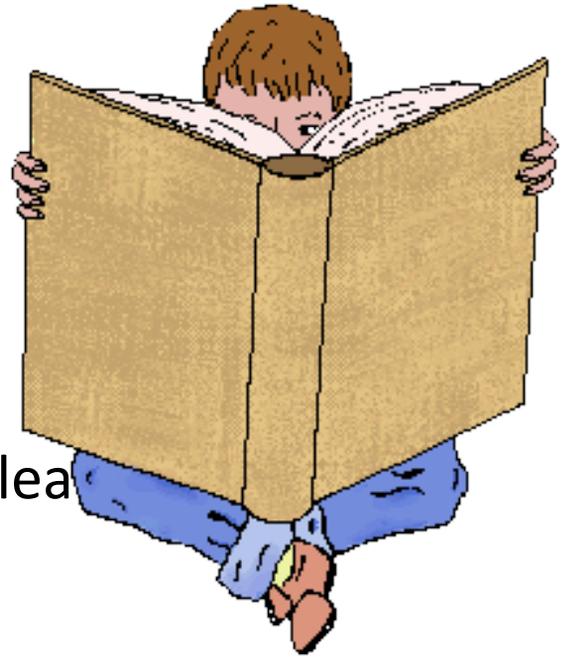
Start your own story

- Shared training and study
 - Leadership might implement their own team first
 - Introduction to establish shared purpose and understanding of PLCs
 - Ongoing training
 - Establishing teams and effective teamwork
 - Data
 - Problem of Practice
 - Curriculum
 - Instructional Strategies
 - Continuous Improvement
 - Issues that come up in PLCs



Improving Culture

- Leadership
- Getting to Commitment
- Making Time
- Monitoring
- Providing Support
- Incorporate SEL into adult learning



Increasing Communication

- Electronic storage of all PLC Records
- Communicating within and between meetings
- Consistent meetings and attendance
- Clarity in shared understanding, with participation of all members



Structuring Collaboration

- Using Data
- Using Problem of Practice
- Using PLC Learning Cycles
 - Collaborative curriculum and instruction planning
 - Learning goals and success criteria
 - Data collection and analysis
 - Revising strategies or moving to next goal

Creating Coherence



- Working over time to create coherence in the instructional program—for teachers and students.

Start Your Own Story

Activity #8



1. Why might you start your own PLC Story?
2. How might you start your own PLC Story?
3. When will you get started?



The best way to describe the PLC experience is “You have the opportunity to transcend from a disempowered mindset of existence to an empowered reality of purpose-driven living. Today is a new day that has been handed to you for shaping. You have the tools, now get out there and create a masterpiece.”

Tianee, ECEC Teacher

PLC Team Meeting Agenda & Record

Bold = Completed Before Meeting

Italicized = Completed During the Meeting

Team Name	Meeting Focus Provide Name or Description	Strategic/Improvement Plan	OR	Problem of Practice
Meeting Date	Meeting Location	Starting Time Ending Time		
Facilitator	Recorder/Report	Team Leader		
Norms •	<i>Team Members Present</i> •			

Five Step Meeting Agenda

1. Check-in
2. Review of meeting record, agenda and norms
3. Professional Learning Cycle (Key Questions)

Student Learning	Teacher Learning
<ul style="list-style-type: none"> What is it we want our students to learn? How will we know if each student has learned it? How will we respond when some students do not learn it? How will we extend and enrich the learning for those who mastered it? 	<ul style="list-style-type: none"> What are our current practices? Which practice(s) will we change to improve student learning? How will we support teachers as they learn and do the targeted practice? How will we measure effective implementation of the practice?

4. Identify next steps and develop next agenda
5. Collect meeting or teamwork feedback, or personal reflection on learning

Time	Item	Lead Person	Activity	Materials Needed	Discussion Points	Decisions/ Actions to Be Taken	Outcome
3 Min.	Check in						Completed/Continued
2 Min.	Meeting Start Up						Completed/Continued
30 Min	Analyzing Student Work						Completed/Continued
3 min.	Next Steps & Next Agenda						Completed/Continued
5 min.	Feedback						Completed/Continued

<i>Next Meeting(s)</i>	Date	Time	Location
<i>Agenda Items for Next Meeting</i> •			

Team Charter

Team Name _____ **Date Team Established** _____ **Date Reviewed and Revised** _____

Provide a brief snapshot of your school or organization. You may want to include a description of the community, number of students, grades served, number of teachers, etc.

1. Identify Team Members

List all members and who they represent on the team.		
Member Name	Professional Position/ Organizational Role	Interests/Strengths

2. Identify Sponsors and Stakeholders

Identify the team sponsor and stakeholders and how that person or group will be kept informed of progress.		
Team sponsor(s) Who authorized and/or funded your participation?	Engaging Sponsors How will the sponsors be engaged in the team's work and decisions? (e.g. Participation in group decisions, review drafts, reports, etc.)	Communication Routine How are you communicating with sponsors?

2. Identify Sponsors and Stakeholders (Continued)

Team Stakeholders Who has an interest in the outcome of the team's work?	Engaging Stakeholders How will the stakeholders be engaged in the team's work and decisions? (e.g., participation in surveys, focus groups, review drafts, etc.).	Communication Routine How are you communicating with stakeholders?

3. Identify Authority Level of Team

Identify the level of authority the team will have to make decisions, implement plans and commit funding.
<input type="checkbox"/> Team has full authority to develop plan, act on plan and commit funding <input type="checkbox"/> Team has full authority to develop plan and act on plan, but may not commit funding <input type="checkbox"/> Team makes plan recommendations to sponsor, staff or improvement team. Team proceeds following acceptance of plan and commitment to funding <input type="checkbox"/> Team makes plan recommendations to sponsor, staff or improvement team. Sponsor, staff or improvement team makes decisions about proceeding with plan and committing funding <input type="checkbox"/> Team keeps sponsors and stakeholders informed of plan, but has no authority to act or commit funding

4. Identify Team Roles and Duties

Role	Team Member Name	Duties
Participant Leader Facilitator/Timekeeper Recorder/Reporter Data Profiler Coach Other _____		

5. Identify Team Purposes and Goals

Describe the purpose of your team, including specific end results or outcomes.

6. Establish Team Norms

List Team Norms established collaboratively by the group below.

7. Plan the Work

Team Meetings: List the frequency, length and location of meetings.		
Frequency of Meetings	Length of Meetings	Location

7. Plan the Work (Continued)

Tasks & Timelines List activities that the team will use to achieve the desired results. Describe timeline in phases within specified time ranges or provide specific date(s)	
Tasks	Timelines
Resources:	
Describe any resources that the team has to support its work.	Describe any resources the team will need to obtain to support its work.

8. Determine Teamwork Processes: Describe teamwork processes for ensuring effective meetings and clear and frequent communications with others.

Planning the agenda: Describe how each agenda will be planned and who will be responsible for planning and distribution.
Decision making process: Describe the process used to make decisions—consensus, voting etc.
Data collection, analysis and display: Identify the systems, skills or other resources that are needed for the team to be able to effectively collect, prepare, and display data for analysis.
Evaluating meeting feedback: Describe how meeting feedback from participants will be collected, analyzed and evaluated.
Record keeping procedures: Describe how you will keep records of planning and implementation decisions and how you will keep materials organized and available to others.
Communicating meeting results: Describe how the results of the meeting will be communicated to team members, sponsors and stakeholders.