Welcome!
PLC Facilitators Training

Day 1
Empowering Collaborative Teams

Opening Discussion

"We believe that teachers are **professionals** and engineers of teaching and learning...we need to set course on a new journey that extends our past learning. A journey that ignites empowerment and professionalism in Pasco County."

http://www.youtube.com/watch?v=xFs8P_TrAVQ

Norms for Our Work

- If you think it, say it
- Ask questions
- Take care of your neighbor
- Take care of yourself
- What is said here stays here; what is learned here leaves here
- Be present

Review of Materials

Materials to Bring

- PLC Infrastructure Work
- Completed PLC Rubrics
- Master Schedule
- Assessment Map (if applicable)
- School Improvement Planning Worksheets (Title 1)
- School Beliefs, Mission and Vision Statements

Provided Materials

- Participant Notebook
- PPT Handout

Setting up your Facilitator Group As a PLC (Introductions)

1. Take a few moments to introduce yourself to your team

- Name/Role

- Where did you graduate from?

- Summer Plans?

2. School Introductions (1-2 minutes each)

- School Name

- Demographics

- Any other item of interest

Setting up your Facilitator Group As a PLC (Roles)

- Who will be your facilitator of conversations?

- Who will take notes and manage your materials?

- Who will be your time keeper?

Setting up your Facilitator Group as a PLC (Norms)

- What will your norms be for your work today and for follow-up meetings?

- Do you need to make revisions to the large group norms?

Setting Up Process Partners

1. Find someone seated near you who will be your "summarizing" partner for this training.

2. Make sure you partner with participants from the same grade level/content area in your school if applicable.

End In Mind

Professional Learning Community Facilitators Characteristics, Beliefs, and Skills	
Key Characteristics - Growth mindset - Well respected, organized, and dependable - Will support vision and mission of the school - Acts and views themself as a professional educator - Ability to be and potentially already in a faculty leadership position	**Beliefs** - All students and staff can learn - Power of collaboration - Decisions are best made with data - Teams can learn and grow and will persevere

Skills to Be Developed at Professional Learning Community (PLC) Facilitators' Training and Connected Activities

	Know	Understand	Do

Highlighted Priority	Professional Learning Communities
	- Pasco County's multi-year PLC implementation plan
	- Definition of PLC, PLC big ideas
	- Step 0 for PLCs 5 questions that drive PLCs
	- Inquiry Cycle steps
	- Effective facilitation techniques
	- Characteristics of a professional facilitator
		Professional Learning Communities
		- The purpose of PLC work is to collaboratively plan for and respond to learning and is aligned to our professional growth system and standards-based instruction:
		
		- How to facilitate collaborative planning
		- How backwards design is embedded within collaborative planning
		- How PLC work supports domains 1-4
		- Collaboration supports improved teaching practices and improved student achievement
		- How PLC work integrates all district focus areas for instruction and standards
			Professional Learning Communities
			- Develop a PLC infrastructure, monitoring, and support plan
			- Practice unwrapping standards, developing/refining common learning scales and assessments, and creating lessons of instruction while using effective facilitation techniques
			- Develop a PLC facilitation plan for your team that includes:
			  ○ Step 0
			  ○ Unwrap CCSS
			  ○ Develop/Refine common learning scales and assessment linked to standards
			  ○ Develop units and/or lesson of study that integrates specific intentional instructional strategies
			  ○ Reflection
			- Facilitate courageous conversations and build consensus among teams

Connected Priorities	Standards-Based Instruction - Overview of CCSS shifts - Prioritized CCSS shifts	Standards-Based Instruction - How CCSS shifts integrate with PLC work - How CCSS prioritized shifts will be Supported in 2013-2014	Standards-Based Instruction - Unwrap CCSS - Connect instructional planning to prioritized CCSS Shifts
	Professional Growth System -Overview of and connections to a Professional Growth System	Professional Growth System - Shift to a Professional Growth System - How a Professional Growth System embeds within PLC work	Professional Growth System - Develop Lessons of instruction through intentional planning leading to intentional instructional practices (Deliberate Planning and Practices)

Facilitator Proficiency Scale

Score 4.0	**In addition to score 3.0 performance, the facilitator is able to:** • Support peer facilitators • Assist with school-wide implementation of PLCs • Provide facilitator professional development
	Score 3.5 *In addition to score 3.0 performance, partial success at score 4.0 content.*

Score 3.0	**The facilitator is able to:**
	• Explain how the PLC fits into Pasco County's District Priorities for fulfilling the promise for college, career and life readiness for each and every child.
	• Utilize effective facilitation techniques to establish and maintain Step 0.
	• Develop and implement a PLC action plan.
	• Facilitate PLCs to collaboratively plan for and respond to instruction.
	     o *Planning for instruction* including: unwrap standards, develop/refine common assessments, plan instruction, anticipate and analyze student learning
	     o *Respond to Instruction* including: inquiry cycle/problem solving steps
	• Anticipate, reflect, and plan for PLC team needs.
	• Facilitate courageous conversations among the PLC team.
	• Empower the PLC members to be teacher researchers of teaching and learning.

	Score 2.5 *No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.*
Score 2.0	**The facilitator is able to:** • Explain Pasco County's District Priorities for creating student success. • Define and explain the purpose of a PLC. • Build a consensus among teams. • Understand that PLC work centers on planning for and responding to learning • Knows different facilitation techniques. • Identifies inquiry cycle/problem solving steps.
	Score 1.5 *Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.*
Score 1.0	**The facilitator, <u>with support,</u> is able to:** • Identify PLC infrastructure at the school (meeting times, facilitators). • Define and explain the purpose of PLC. • Develop a PLC action plan. • Establish Step 0.
	Score 0.5 *With support, a partial understanding of the 1.0 content, but limited understanding of the 2.0 content.*
Score 0.0	**With support, no understanding or success with 1.0, 2.0, and 3.0 content**

Activity #1: Pre Rating and Sharing

1. <u>Independently</u>:

- Rate (by highlighting) where you are on the "Facilitator Proficiency Scale"

    Note: This training is designed to prepare you for a Rating of "2". Ratings of 3+ require practice implementing!

- Indicate an area that is a strength for you

2. <u>Share</u> with your process partner

- What are the key differences among 2, 3 and 4 ratings?

- Why are you here at this training?

- What is your role?

PLC Facilitator's Training Learning Map
Goal for this Unit: Develop and Implement PLCs to Support District Focus Areas

PLC Facilitator Training Day 1	PLC Facilitator Training Day 2
Introduction and Background •Pasco's Multi-Year PLC Plan •Connections to Objectives/Priorities and Mission/Values •How PLC work integrates all district focus areas **PLCs** •Definition of PLCs; Key Terms •Purpose of PLC work •5 Questions that drive PLCs •Inquiry Cycle **Step 0 for PLCs** PLC infrastructure planning •Organization of Teams/Meeting Structures •Norms/Roles •Climate/Culture •Scheduling/Protective Time •Establishing and Communicating Clear Expectations •Common Assessments/Assessment Mapping **Effective Facilitation Techniques** •Characteristics of a Professional Facilitator	**Review of Previous Work** •Purpose of PLC work •Facilitation Techniques **5 questions that drive PLCs** •What do we want all students to learn? (Unpacking Standards, Creating Learning Goals and Scales) •How will we know if and when they have learned it? (Scales/Rubrics) •How will we teach it? (Prioritized instructional practices, Marzano Connections, Prioritized Shifts) •How we will respond if some students do not learn and How will we respond if the students have already learned? **PLC Action Plan Development** •Step 0 with Grade/Content/Subject Teams •PLC driving Questions with Grade/Content/Subject Teams •Facilitator Support Plan

Day 1: Key Content and Learning Goals

1. Introduction and Background
2. PLCs
3. Step 0 for PLCs
4. Effective Facilitation Techniques

Unit Learning Goal: <u>Develop</u> and <u>implement</u> PLCs to support CCSS, Professional Learning, and Professional Growth

Today's Learning Goal:
To <u>develop/refine</u> and <u>communicate</u> your PLC Infrastructure plans

Setting the Context and Focusing our Lens

Our new journey will lead us to shared leadership, shared decision-making, and reciprocal accountability.

Building our "Why"

"There are leaders and there are those who lead. Leaders hold a position of power or authority, but those who lead *inspire* us. It's those who start with...

"Why"

...that have the ability to <u>inspire</u> those around them. People don't buy what you do, they buy why you do it."
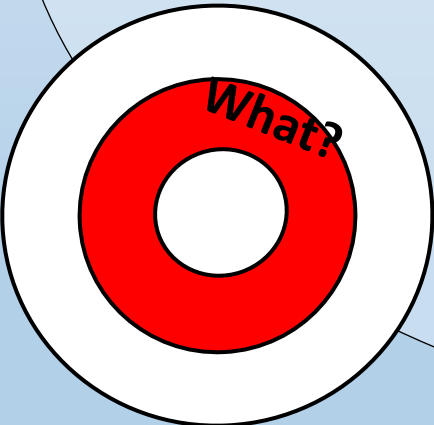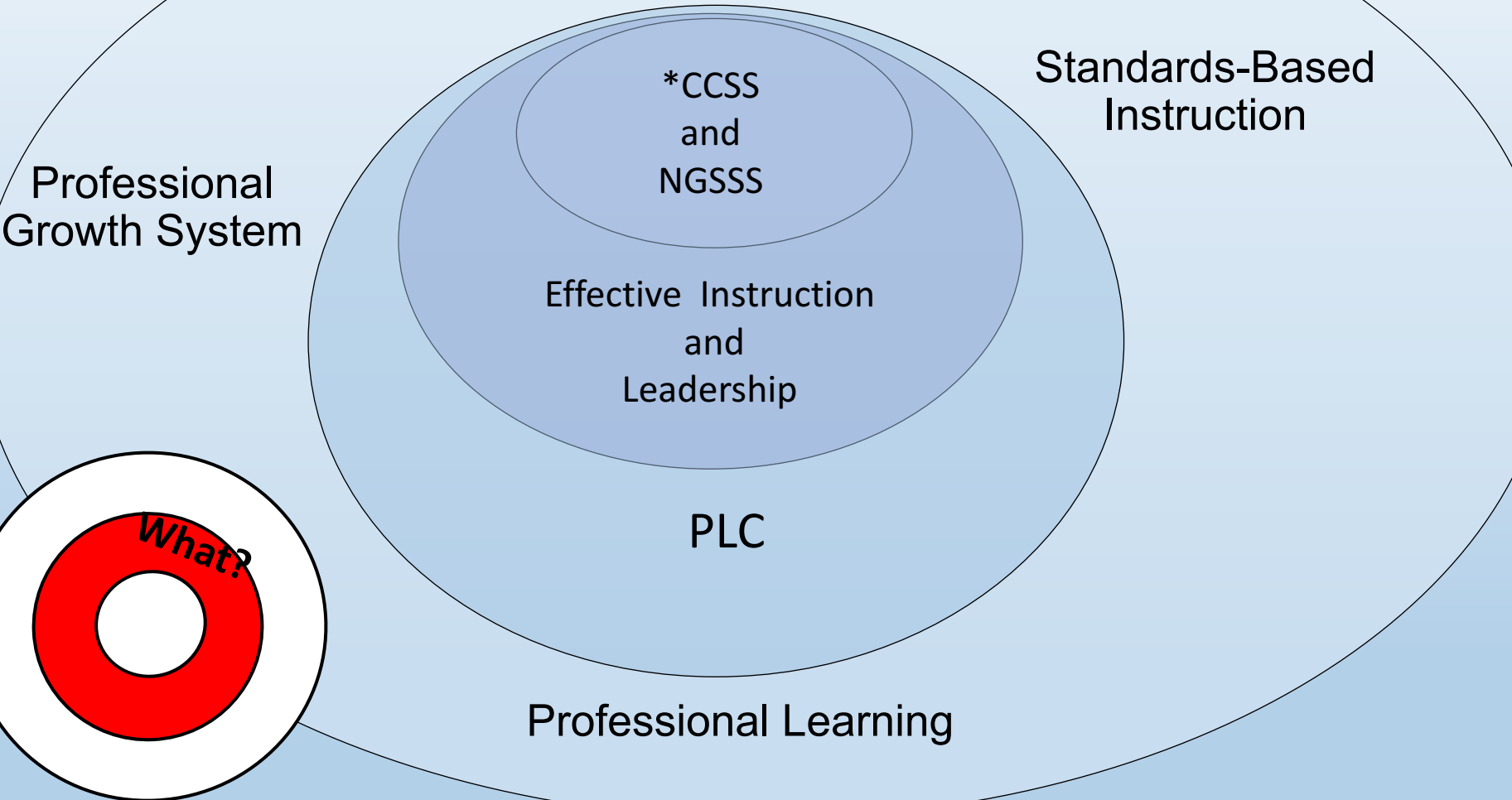
The WHY: Fulfilling the Promise College, Career, and Life Readiness for Each and Every Student
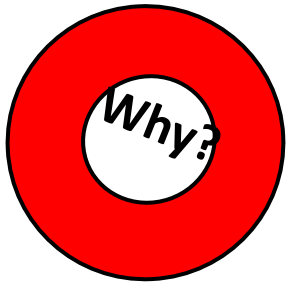
PASCO'S INTEGRATED SYSTEM: <u>What</u>

MTSS: One Integrated Framework

*CCSS
and
NGSSS

Standards-Based
Instruction

Professional
Growth System

Effective Instruction
and
Leadership

PLC

What?

Professional Learning

Professional Learning Communities at Work

Step 0

- Clarify Purpose of Teams & Connect to School's Mission, Vision, Values and Priorities
- Establish Team Norms & Expectations
- Clarify & Assign Roles
- Clarify Structures, Processes & Protocols: Connect Instructional Talk, Planning & Practice
- Choose Common Assessments & Standardize Administration
- Build Common Language and Understanding of CCSS & Instructional Best Practices

Inquiry Cycle

Problem Analysis: *Why is the problem occurring?*

Action Plan: *What are we going to do about it?*

Implement Action Plan

RtI: Evaluate Instructional Effectiveness *Is it working?*

Problem Identification: *What is the Problem?*

Modify Instruction and/or Curriculum Based on Learning Data

Deliver Instruction (Teaching)

PLC Guiding Questions

1. What exactly do we expect all students to learn?
2. How will we know if and when they've learned it?
3. How are we going to teach it?
4. How will we respond when some learner do not learn?
5. How will we respond when some learners have already learned?

How?

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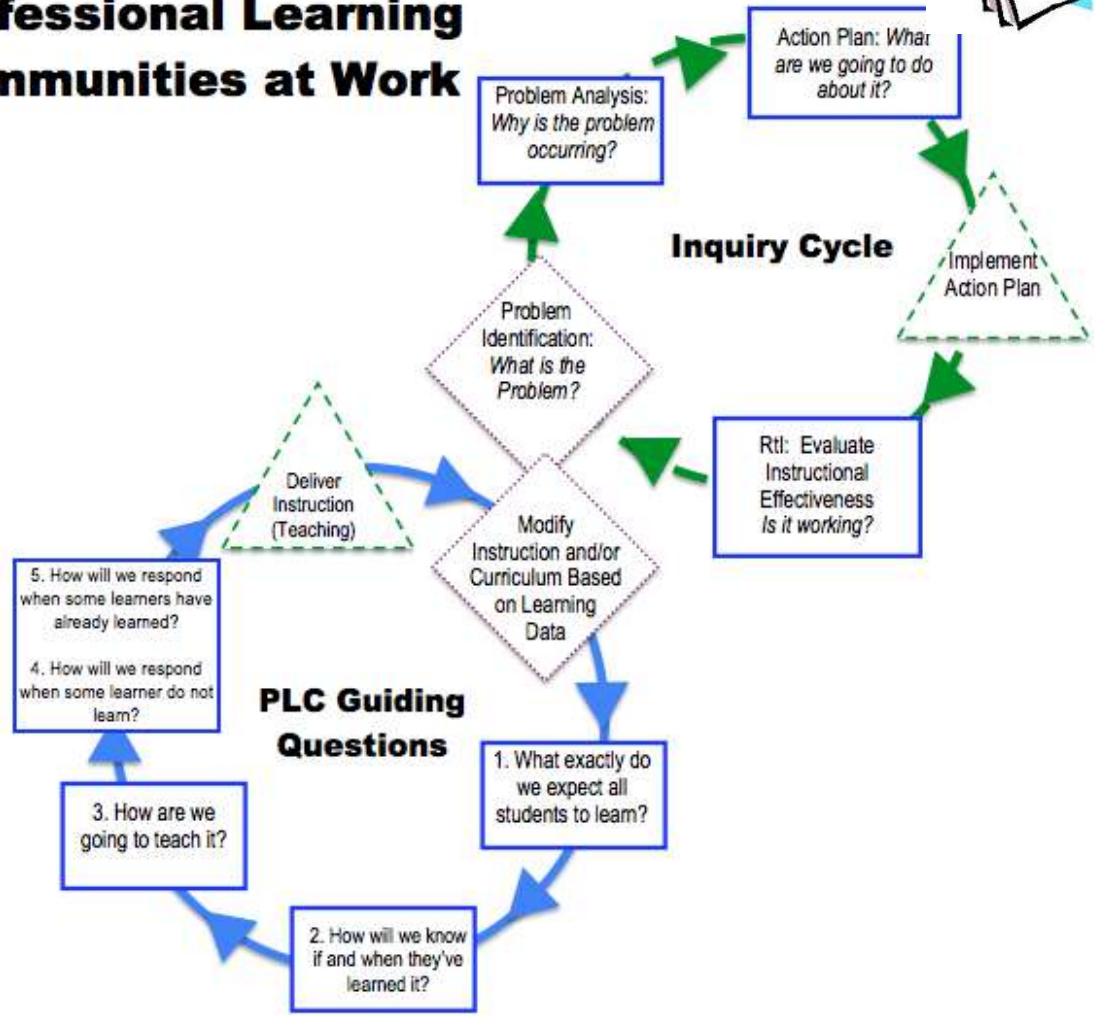
2012 FCAT 2.0: Implications for Pasco (Source: http//fcat.fldoe.org)

Reading	3rd	4th	5th	6th	7th	8th
% of Pasco Students 3 and Above / (State Average)	57% (56%)	62% (62%)	59% (61%)	59% (57%)	61% (58%)	55% (55%)
% of Pasco Schools BELOW State Average 2012	52%	57%	61%	60%	47%	60%
% of Pasco Schools BELOW State Average 2011	59%	54%	50%	53%	47%	53%

Math	3rd	4th	5th	6th	7th	8th
% of Pasco Students 3 and Above (State Average)	50% (58%)	55% (60%)	53% (57%)	51% (53%)	54% (56%)	52% (57%)
% of Pasco Schools BELOW State Average 2012	72%	65%	61%	67%	67%	73%
% of Pasco Schools BELOW State Average 2011	70%	67%	70%	73%	67%	60%

Writing	4th	8th	Science	5th	8th
% of Pasco Students 3 and Above / (State Average)	77% (81%)	77% (78%)	% of Pasco Students 3 & Above / (State Average)	46% (51%)	44% (46%)
% of Pasco Schools BELOW State Average	65%	53%	% of Pasco Schools BELOW State Average 2012	63%	73%
			% of Pasco Schools BELOW State Average 2011	74%	60%

So, where are we?

Over the last few years:

- **Reading:** over 40% of students enter 9th grade below proficiency
- **Math:** over 40% of students enter 9th grade below proficiency
- **Black:** over 50% of our black students score below proficiency in reading and math
- **Poverty:** over 40% of our low SES score below proficiency in reading and math
- **Reading:** only 30% of our students score in the highest levels
- **Math:** only 31% of our students score in the highest levels
- **Science:** only 10% of our 5th grade students score in the highest levels

Source: FL DOE School Accountability Report

So, where are we?

- In 2010, only 48.9% of our Pasco County students scored high enough on college placement tests in math, reading and writing to avoid remedial coursework at the community college level.

- In fact, only 48.1% of our students enrolled in a Florida post secondary institution in the Fall of 2010

- And of those students, only 73.1% earned a GPA above 2.0 that Fall term.

Building and Strengthening our "Why" for PLCs

"Many schools have good teachers, but lack the capacity to raise student achievement because meeting that challenge is **beyond the capacity of individual staff**"

Marzano and Dufour, Leaders of Learning (2012)

Why?
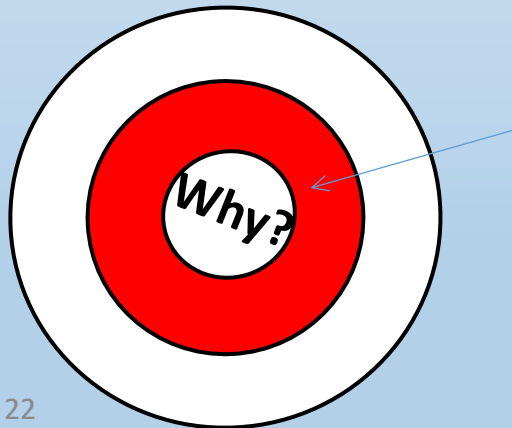
Building and Strengthening our "Why" for PLCs

- PLCs are research-based
- PLCs empower teachers through collaboration and increased self-efficacy
- PLCs work together to ensure a guaranteed and viable curriculum
- PLCs promote intentionality of planning and instruction

Professional Growth/CCSS	Student Outcomes/Learning	Professional Growth/CCSS
	↑	
	Intentional Instruction	
	↑	
	Intentional Planning	
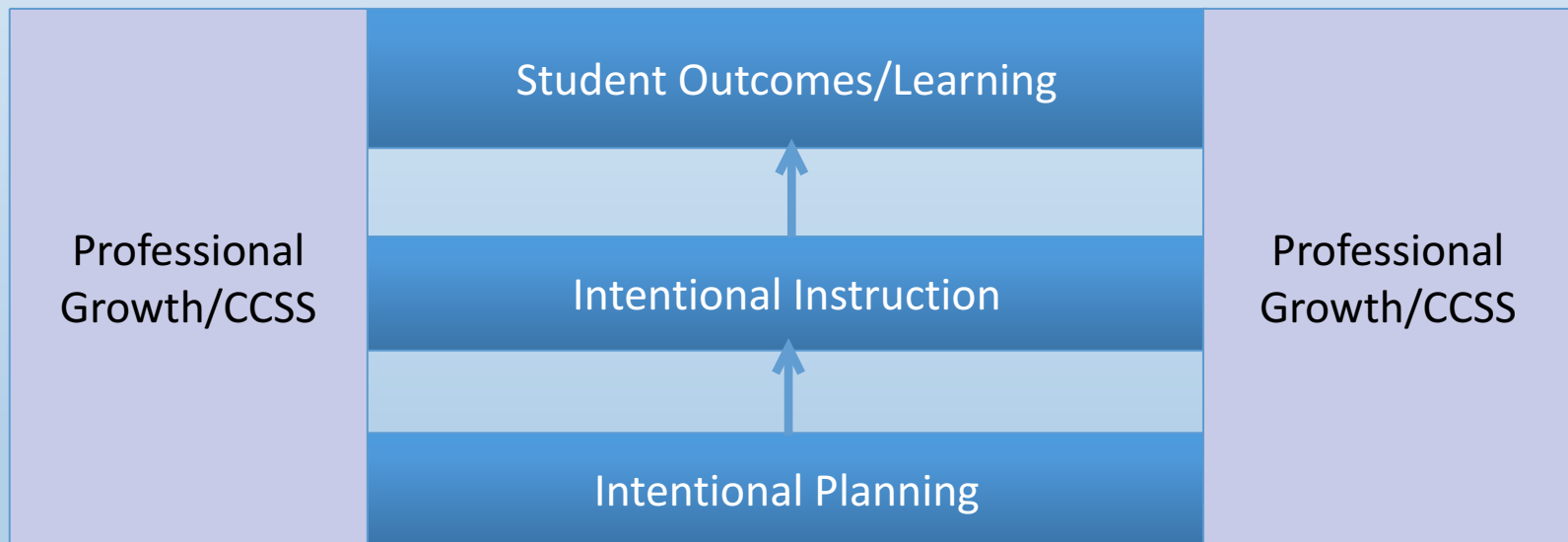
Building and Strengthening our "Why" for PLCs

1. Why should we invest our time and resources to build PLCs as a way of work?

2. What are the anticipated benefits?

3. We are all leaders in some way. How will we "inspire" those around us?

Why?
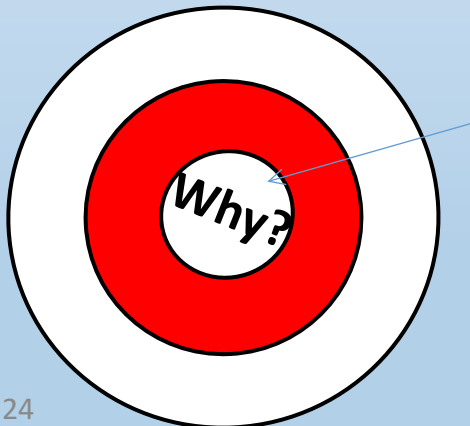
Professional Learning Communities Overview

Intentional Student Outcomes/Learning

↑

Intentional Instruction

↑

Intentional Planning
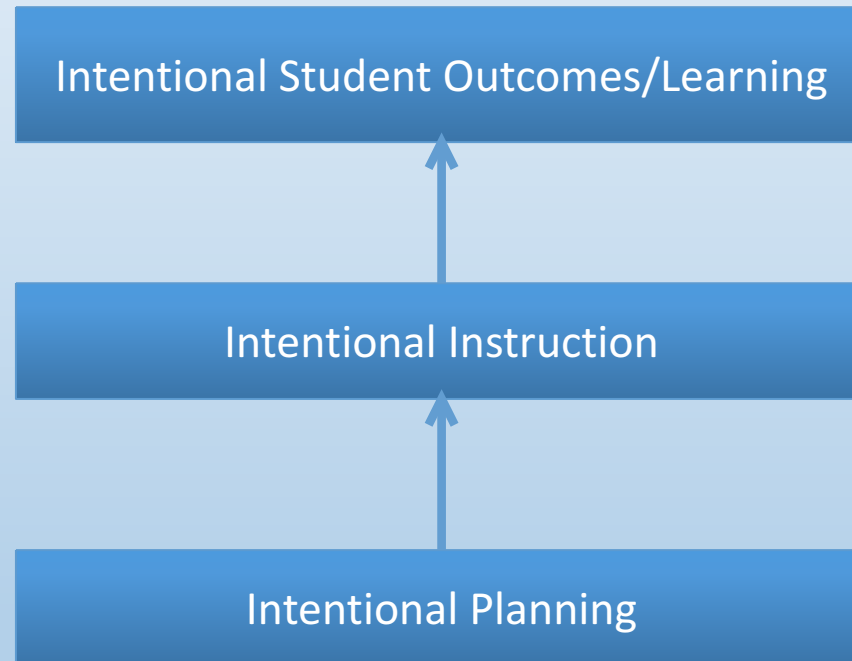
Building a Common Language

Key Vocabulary:

1. Professional Learning Communities

2. Collaborative Planning

3. Facilitators

4. Step "0"

5. 5 Questions that drive PLC work

6. Standards-Based Instruction

7. Professional Growth System

"If an organization has shared understanding of terms, they will significantly increase the likelihood of implementing PLCs"

-Marzano and Dufour, Leaders of Learning

DQ #2: Critical Information

Professional Learning Communities (PLCs): Defined

Professional learning communities are

"Educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve" – Dufour, Dufour, Eaker & Many (2011)

Three Big Ideas for PLCs

http://www.youtube.com/watch?v=7-ErgtGzkhs

Professional Learning Communities: Big Ideas

- Focus on a Collaborative Culture
- Focus on Learning for All (Students and Adults)
- Focus on **_Results_**

DQ #2: Critical Information

PLCs: A Fundamental Shift

Shift Happens

Understanding our Past

- In the 80's, as a results of "A Nation At-Risk", decision-making was decentralized, decisions were all up to the LEA and schools, but with no structure to support this change.

- In the 90's-00's, as a result of NCLB, decision-making was centralized, the DOE and the FDOE made decisions, but with no structure to support this change.

- Now: Lets create the structure to support what we want…respect, empowerment and student achievement.

Activity #2: PLC Shifts

1. Review the Handout "Cultural Shifts in a PLC".
2. Divide your team into 3-4 person groups. Each group should review and process one of the following Cultural Shifts

     - Shift in <u>Fundamental Purpose</u>

     - Shift in the <u>Work of Teachers</u>

     - Shift in <u>School Culture</u>

     - Shift in <u>Professional Development</u>

3. Prepare to share with your facilitator team

     - What is the key understanding of this shift?

     - How would your shift impact collaboration for teams?

4. Select and Share:

     - Which is the most important shift for your school?

DQ #3: Deepening Knowledge

"We are assuming collective responsibility for your learning, Kenny, not ganging up on you."
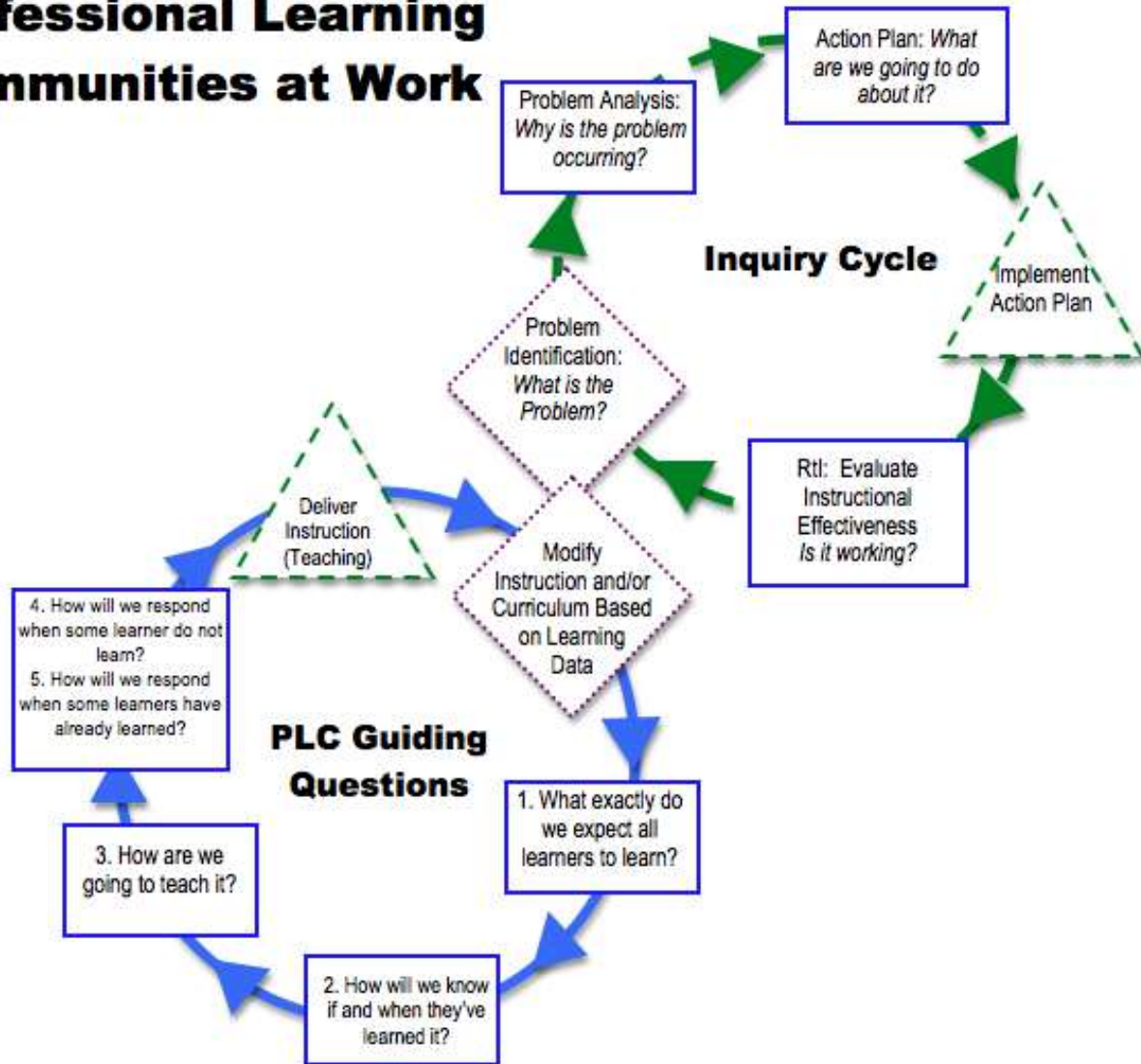
What is the "Right" Work

Professional Learning Communities at Work

Step 0

- Clarify Purpose of Teams & Connect to School's Mission, Vision, Values and Priorities
- Establish Team Norms & Expectations
- Clarify & Assign Roles
- Clarify Structures, Processes & Protocols: Connect Instructional Talk, Planning & Practice
- Choose Common Assessments & Standardize Administration
- Build Common Language and Understanding of CCSS & Instructional Best Practices

Inquiry Cycle

- Problem Identification: What is the Problem?
- Problem Analysis: Why is the problem occurring?
- Action Plan: What are we going to do about it?
- Implement Action Plan
- RtI: Evaluate Instructional Effectiveness Is it working?
- Modify Instruction and/or Curriculum Based on Learning Data

PLC Guiding Questions

- Deliver Instruction (Teaching)
- 1. What exactly do we expect all learners to learn?
- 2. How will we know if and when they've learned it?
- 3. How are we going to teach it?
- 4. How will we respond when some learner do not learn?
- 5. How will we respond when some learners have already learned?

Activity #3: What is a Professional Learning Community?

1. Think of these three words: professional, community, learning. What visual representations (non linguistical) do you have for each of these words?

2. Describe your pictures to the group

Activity option #1

DQ #2: Recording and Representing Knowledge

Activity #3: What is a professional learning community?

1. Create a Frayer Map as an individual.

    - You have 2 minutes to complete solo

2. After this, pair with your processing partner and take 5 minutes to add to your summarizing partner's maps to have a more complete description of PLCs

3. After this, take 3 minutes and share with another pair

Activity Option #2

DQ #2: Recording and Representing Knowledge

Definition

Big Ideas

PLC

Examples

Non-Examples

Step 0: Strengthening our Foundation

Quality PLCs just happen for a small percentage of lucky educators.

For the rest of us, there is Step 0

Mini Lesson Goal: <u>Develop/refine</u> and <u>communicate</u> your PLC Infrastructure plans
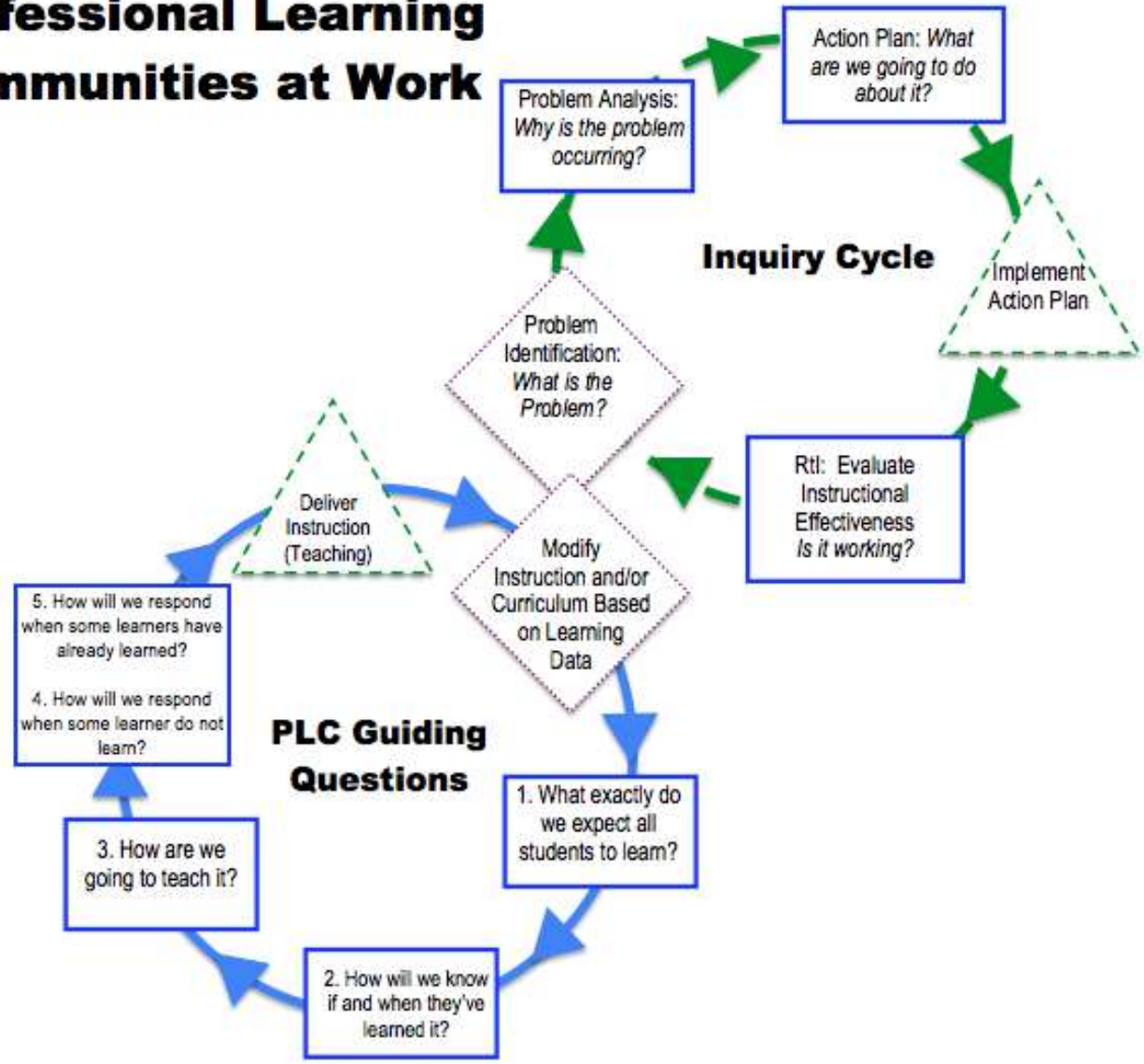
Step 0: Building our Foundation

Professional Learning Communities at Work

Step 0

- Clarify Purpose of Teams & Connect to School's Mission, Vision, Values and Priorities
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Inquiry Cycle

Problem Analysis: Why is the problem occurring?

Action Plan: What are we going to do about it?

Implement Action Plan

Problem Identification: What is the Problem?

RtI: Evaluate Instructional Effectiveness Is it working?

Deliver Instruction (Teaching)

Modify Instruction and/or Curriculum Based on Learning Data

PLC Guiding Questions

5. How will we respond when some learners have already learned?

4. How will we respond when some learner do not learn?

3. How are we going to teach it?

1. What exactly do we expect all students to learn?

2. How will we know if and when they've learned it?

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Step 0: Building our Foundation

In order to implement PLCs, you need to develop key pieces of infrastructure:

- Build a "Compelling Why" for PLCs among staff
- Organize staff into meaningful teams
- Schedule protected time for meeting
- Clarify the Work PLC teams will Accomplish
- Create/Refine Common Assessments
- Build your Collaborative Culture

"Notify the faculty that we're changing the schedule, but grief counselors will be provided."

Activity #4 A-E
Step 0: Building our Foundation Workshop

1. We will review the 5 pieces of infrastructure

   - Organization of Teams

   - Scheduling Time to Collaborate

   - Clarify PLC Work

   - Common Assessments

   - Collaborative Culture

2. After our review, pick <u>up to</u> three that you will explicitly work on today with your Facilitator's PLC team.

3. You will be given three 15-20min intervals for work

   Prepare to share your work visually to your peers

4. You will then provide and receive feedback from other teams on your work.

Activity #4 A-E
Step 0: Building our Foundation Workshop

1. We will review the 5 pieces of infrastructure

   - Organization of Teams
   - Scheduling Time to Collaborate
   - Clarify PLC Work
   - Common Assessments
   - Collaborative Culture

2. After our review, pick up to three that you will explicitly work on today with your Facilitator's PLC team.

3. You will be given three 15-20min intervals for work

   Prepare to share your work visually to your peers

4. You will then provide and receive feedback from other teams on your work.

Organization of Teams/ Meeting Structures

"The Bottom Line: Organize the teams in a way that will produce the best results for the students rather than the one that is most familiar and comfortable…"

- A Facilitator's Guide to Professional Learning Teams

Team Structure Overview

Team Structures	Description
Same course/content or grade level teams	Teams share similar standards and content. Examples: 4th Grade; 6th Grade Math; Geometry Team
Vertical Teams	Teachers who teach content above and below their students
Electronic Teams	Utilize technology to collaborate and share ideas
Interdisciplinary Teams	Teams that work together for over-arching school-wide goals. Ex: Teams focusing on Writing across Content Areas/Courses
Logical Links	Teams that work together on common professional development goals. Teams may or may not teach similar content.

Adapted from
Leaders of Learning 2012, Marzano and Dufour

Activity 4a: Organization of Teams

Discussion: What is the intended benefit or outcome of organizing our staff into meaningful learning teams?

Decision: Are you creating, refining, and/or communicating your PLC team organization?

Action:

1. Review examples of PLC team organization

2. If you are creating:

- What organization of teams will best serve for PLCs as a vehicle for CCSS implementation and Professional Growth?

3. If you are refining:

- Will your team organization plan lead you to your intended benefit?

- What changes, if any, are needed?

Discussion Points to Consider as you collaboratively plan how to schedule time for adult learning:

• What groups (adult and student) need to meet and for what amounts of time? What would be their purpose for meeting?   -Are there strong connections to our district priorities?

• How can we build in time for you to support the development of your PLC facilitators?

• How can we build in time to PLAN for and DEBRIEF with our PLC facilitators? - To monitor and reflect the Action Plans of the PLC work?

• How will all the work be connected and shared from group to group?

Step 0: Scheduling Protected Time

"We don't have the time to collaborate"
-School-Board of Pasco County Teachers and Staff 1876-2013

2013-14
10:00 SBLT/10:30 SBIT-ISS (TBA)

	M	T	W	R	F
1	8:40 Facilitators	8:40 -10:35			8:40 Responding to Learning 3:30 Debrief
2	8:40 Faculty PLC				8:40 Committee LLT, MLT, Swamp Support
3	8:40 Facilitators				8:40 Responding to Learning 3:30 Debrief
4	8:40 Faculty PLC	3:05 – 4:10 or 4:35 if they want to flex time			8:40 Committee LLT, MLT, Swamp Support

Planning for Learning

Wk – 1/3 push in PD

Activity 4b: Scheduling Protected Time

Discussion: What is the intended benefit or outcome of scheduling protected time?

Decision: Are you creating, refining, and/or communicating your scheduled protected time?

Action:

1. Review resources for scheduling

2. If you are creating:

• What schedule will allow us to authentically collaborate?

3. If you are refining:

• Will your scheduled protected time plan lead you to your intended benefit?

• What changes, if any, are needed?

Step 0: Clarifying Expectations for PLC Work

The critical question in a PLC is not, **"Do we collaborate"** but rather, "What do we collaborate about?" You must not settle for "Collaboration Light."

-Dufour and Dufour, 2010

Activity 4c: Clarifying Expectations for PLC Work

Discussion: What is the intended benefit of clarifying expectations for PLC work?

Decision: Are you creating, refining, and/or communicating your expectations for PLC work?

Action:

1. Review examples of PLC work expectations

2. If you are creating:

- What do you want PLCs to really look like?

- What would it sound like? What are examples? And what are non-examples?

3. If you are refining:

- Will your clarifying expectations plan lead you to your intended benefit?

Step 0: Common Assessments

How will we know if students are learning what we want them to learn?

Characteristics of Common Assessments

- Measure essential student learning (includes formative and summative uses)
- Generated/created by teachers
- Clearly defined essential understanding and student performance outcomes exist for every unit of instruction
- Include all students taking the same course or grade level assessment across classes/teachers
- Administered in a systematic and timely manner
- Allows for analysis of results within PLC
- Item analysis is planned and occurs immediately following each assessments
- Clearly defined assessment criteria exist

Characteristics of Embedding Common Assessments

- Assessment for Learning/Common Assessment Prompts

- How can student demonstrate proficiency as the lesson is being taught?

- Rubrics and Scales (Marzano)

- How can we utilize common student friendly scales to assess essential student learning?

Mapping Assessments Activity

- Map out your Tier I assessments

- What assessments?

- When given?

- How data is organized for decision-making?

- Given to who?

- How is it used?

Assessment Map Example

Assessment	When Given	Given to Whom	Admin Procedures
Reading Pre/Post Assessments	10/1-10/7 11/14-11/19 12/10-12/15 1/30-2/5 3/1-3/6 4/14-4/19	All Students	Computer-Based
Formative Reading Assessments - Prompts, - Work Sample - Performance Tasks	TBD based upon PLC discussions	All Students	Embedded within instruction
Math Pre Post Assessments	Every 5 weeks	All Students	Students take pre tests during third week or prior chapter test. Test is given whole group

Activity 4d: Common Assessments

Discussion: What is the intended benefit of common assessments?

Decision: Are you creating, refining, and/or communicating your common assessments?

Action:

1. Review examples of Common Assessments Maps

2. If you are creating:

- Make a plan to complete a common assessment map

- Consider what stakeholders you will need at the table

- Consider this work for your PLCs

3. If you are refining:

- Will your common assessments plan lead you to your intended benefit?

Step 0: Creating a Collaborative Culture

PLCs are more than just schedules and meetings.
Do people actually want to participate?

Activity 4e: Creating a Collaborative Culture

Discussion: What is the intended benefit of creating a collaborative culture?

Decision: Are you creating, refining, and/or communicating your collaborative culture?

Action:

1. Review your School-Wide Culture Items #26-31
2. Read "A Shift in School Culture" (3 pages), and Review the "Shifts" handout
3. If you are creating:
- How will you make your PLCs something that people want to attend because it helps them?
- What factors are holding your teams back for creating a collaborative culture?
4. If you are refining:
- Will your collaborative culture plan lead you to your intended benefit?
- What changes, if any, need to be made?

Activity #4 A-E
Step 0: Building our Foundation Workshop

1. We will review the 5 pieces of infrastructure

   - Organization of Teams

   - Scheduling Time to Collaborate

   - Clarify PLC Work

   - Common Assessments

   - Collaborative Culture

2. After our review, pick <u>up to</u> three that you will explicitly work on today with your Facilitator's PLC team.

3. You will be given three 15-20min intervals for work

   Prepare to share your work visually to your peers

4. You will then provide and receive feedback from other teams on your work.

Activity #5: Gallery Walk for Forward Planning

Sharing Out Role (1-2 per team)

- Revisit and update any of your step 0 items, as needed
- Prepare to share your plan with the larger group
  - Organization of Teams
  - Schedules
  - Expectations for PLC work
  - Common Assessments
  - Collaborative Culture

Feedback Role

- As teams present provide feedback using sticky notes
  - 2 positive feedback (e.g., I like how you….)
  - 1 considerations/suggestions (e.g., have you considered…?)

Gallery Walk Debrief

1. Review Feedback

- What feedback did you receive from other teams?

2. Review other teams' ideas

- What ideas did you see from other teams that may be helpful for your school?

- Remember your roles and norms!

     Facilitator, Note Taker

Looking Forward

Are You Part of a Professional Learning Community?

A Professional Learning Community is NOT:

- A program to be implemented

- A package of reforms to be adopted

- A step-by-step recipe for change

- A sure-fire system borrowed from another school

- One more thing to add to an already cluttered school agenda

A PLC IS a way of work that will change a school's culture!

Why have past initiatives failed?

- Failure to achieve <u>consensus</u>

- School culture is ignored

- Purpose unclear

- Lack of ongoing communication

- Unrealistic expectations of initial success

- Failure to measure and analyze progress

- Participants not involved in planning…

Activity #6: Team Reflection, Anticipating Barriers

1. What are some potential barriers to implementing PLCs in your school?

2. Rate those barriers using a scale from 1-10

3. Select top 3 barriers

- Discuss what would be likely causes for each barrier

- Discuss ways you can overcome these barriers (preventative actions)

- Record your team's action steps/plan to address your top 1-3 barriers on your Participant Notebook

PLC Facilitator's Training Learning Map
Goal for this Unit: Develop and Implement PLCs to support CCSS and Professional Growth

PLC Facilitator Training Day 1	PLC Facilitator Training Day 2
Introduction and Background	**Review of Previous Work**
•Pasco's Multi-Year PLC Plan	•Purpose of PLC work
•Connections to Objectives/Priorities and Mission/Values	•Facilitation Techniques
•How PLC work integrates all district focus areas	**5 questions that drive PLCs**
PLCs	•What do we want all students to learn? (Unpacking Standards, Creating Learning Goals and Scales)
•Definition of PLCs; Key Terms	•How will we know if and when they have learned it? (Scales/Rubrics)
•Purpose of PLC work	•How will we teach it? (Prioritized instructional practices, Marzano Connections, Prioritized Shifts)
•5 Questions that drive PLCs	•How we will respond if some students do not learn and How will we respond if the students have already learned?
•Inquiry Cycle	**PLC Action Plan Development**
Step 0 for PLCs	•Step 0 with Grade/Content/Subject Teams
PLC infrastructure planning	•PLC driving Questions with Grade/Content/Subject Teams
•Organization of Teams/Meeting Structures	•Facilitator Support Plan
•Norms/Roles	
•Climate/Culture	
•Scheduling/Protective Time	
•Establishing and Communicating Clear Expectations	
•Common Assessments/Assessment Mapping	
Effective Facilitation Techniques	
•Characteristics of a Professional Facilitator	