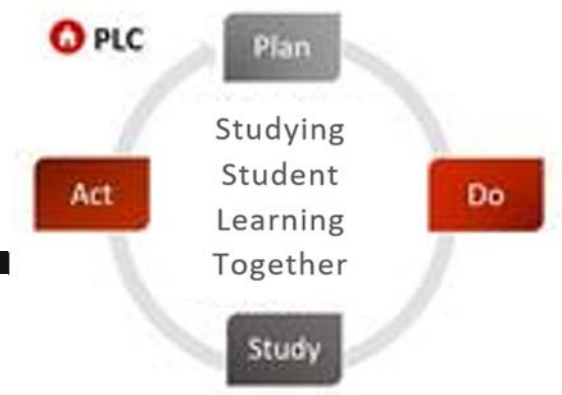


Professional Learning Communities (PLCs)

Red Clay Consolidated School District



Learning as Our Fundamental Purpose

The fundamental purpose of our schools is to help all students achieve high levels of learning, therefore, we are willing to examine our practices in light of their impact on learning. We will develop and employ highly effective Professional Learning Communities to ensure the highest quality of instruction is afforded to every student. In addition, students will receive timely, research-based interventions which will be monitored and adjusted, as needed, using a regular cycle of data analysis by each PLC team.



PLC Definition:

The 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.

PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. (Rick DuFour, 2010)

Building a Collaborative Culture Through High Performing Teams

We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

The Big 3 of PLCs:

Focus on **Learning**
Focus on **Collaboration**
Focus on **Results**

Four Essential Questions for PLCs:



What is it we want our students to know? What do we expect students to know and be able to do as a result of this course, class, or grade level?

How will we know when the students learned it? What are the common assessments/measures that we will use to ensure students reach the target?

How will we respond when students have not reached the target? What steps can we put in place to differentiate learning?

How will we respond when students have already met the target? How will we enrich and extend learning?

Focus on Results

We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.



A **systematic** process in which we work together **interdependently**, to analyze and **impact** professional practice in order to improve our individual and collective results.

Characteristics of Effective PLCs:

Shared Mission, Vision and Goals: District-wide and school-wide

Collaborative Culture: Teams share a common purpose, learn from each other and build within the organization a structure that makes collaborative work and learning effective and productive. There should be mutual accountability for student achievement among all team members.

Collective Inquiry: Teams relentlessly question the status quo, seek new methods of teaching (research-based) and learning, test the methods, and reflect on the results

Action Orientation/Experimentation: Teams constantly turn their learning and insights into action.

Commitment to Continuous Improvement: Members of a PLC are not content with the status quo and continually seek ways to bring present reality to the future ideal.

Results Orientation: Professionals in a learning organization recognize that no matter how well-intentioned the efforts, the only valid judgment of improvement is observable and measureable results.

Authentic Assessment: Teachers in the community hold themselves collectively accountable for improving student achievement, by using assessments that give them real-time feedback on student learning and teaching effectiveness.

Adapted from DuFour and Eaker (1998) and National Commission on Teaching America's Future (2010)