SESSION NORMS

Engage Fully

Practice a Growth Mindset

Contribute Productively

Hold Students’ Success Firmly

Be Open to Different Perspectives

Collect Wisdom

Presume Positive Intent
Welcome and Connector
Memorandum of Understanding- OSPA and BTU
What is an Authentic PLC?
BTU Identified PLC Model Schools
PLCs Teacher Owned and Lead
PLC Structures
Addressing PLC Concerns
Wrap Up
Reflect on your experiences with Leading PLCs…

Discuss with a partner the benefits of developing and supporting teacher ownership in PLCs.
Memorandum of Understanding
OSPA and BTU are collaborating to ensure the facilitation of authentic professional learning communities.
Getting Creative- How do you provide support and time for PLCs?

Creating an Opportunity for Authentic Learning

Is 30 minutes enough?
<table>
<thead>
<tr>
<th>#</th>
<th>TABLE</th>
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<tbody>
<tr>
<td><strong>Principal (Discretionary)</strong></td>
<td><strong>Elementary</strong></td>
</tr>
<tr>
<td>#1</td>
<td>0</td>
</tr>
<tr>
<td>#2</td>
<td>Increments of 2 - 45 minutes per month, 1 - 30 minutes per month</td>
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<tr>
<td>#3</td>
<td>120 total minutes a month</td>
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<tr>
<td>#4</td>
<td><strong>School Based Professional Development (PD)</strong> Committee 24 hours yearly</td>
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<tr>
<td>#5</td>
<td>Board approved district waivers (Board approved study days) Directed training due to differentiated accountability</td>
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<tr>
<td>#6</td>
<td>Professional Study Days</td>
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*Each row reflects a separate time period in which teachers may be required to participate in PLCSs. Any or all of these times listed in each row may be utilized in addition to the others.
What is an Authentic PLC?
What is a PLC?

A PLC is a group of educators who meet on a regular basis to collaborate on teaching and learning to improve their professional practice.

PLCs should be used for educators to learn from one another on how to improve student outcomes.

The goal of the PLC will be determined by consensus of the PLC members.
The PLC 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.

The PLC process has a pervasive and ongoing impact on the structure and culture of the school. If educators meet with peers on a regular basis only to return to business as usual, they are not functioning as a PLC.

So….the PLC process is much more than a meeting.

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The Practice of Authentic PLCs, Venables (2011)
STRUCTURES FOR PROFESSIONAL LEARNING COMMUNITIES

Lesson Study

Collaborative Inquiry

Data Teams

Action Research

PLCs

ESTABLISH A TEACHER OWNED COLLABORATIVE ENVIRONMENT
PLC STRUCTURES THAT WORK

Let’s Review...

Lesson Study
- Collaborative lesson design increases student engagement
- Reflect on professional practice
- Student Outcomes

Collaborative Inquiry
- Identify common challenges
- Analyze relevant data
- Test out instructional approaches

Data Teams
- Examine individual student work
- Generated from common formatives
- Adheres to continuous improvement cycles

Action Research
- Disciplined process of inquiry
- Assists the “actor” in improving their practice
- Focus is on a topic of great interest to the group
BTU Model PLC Schools

Coral Springs High

Flanagan High

Pompano Beach Middle
Reflect on Collaborative Inquiry, Lesson Study, and Data Teams...

Discuss with a partner which of the PLC structures best fits the needs of the PLCs at your school.
A joint school committee comprised of an equal number of SAC Committee members appointed by the principal and the Faculty Council shall be established as the School Professional Development Team. Working collaboratively, they shall conduct an evaluation of the effectiveness of the current professional development activities. They shall examine the utilization of the total time for professional development during the two (2) additional early release days (excluding the four (4) early release days devoted to grades) and the ten (10) planning days for the school year, exclusive of the time allocated for individual teacher planning and preparation.

~BTU Contract~
Who are the members of the PDT?

School-based leaders, coaches, and teachers

What are the responsibilities of the team members?

Guides local PD at the school level
Develops goals for PD
Bridges communication between the school and district
Works with school principal to procure resources so PD can be successful

Role of Principal

Support the PD committee’s plan
Gets the committee what they need to be successful (resources, survey data, etc.)
Guides committee toward district and school goals based on authentic data
Serves as a liaison to the teachers on the committee
Professional Development Standards and Support

Addressing PLC Concerns
Addressing PLC Concerns

1. Clarify and resolve concerns with your school administrators
2. Notify the Broward Teachers Union (BTU)
3. BTU will communicate the concerns to OSPA
4. OSPA will visit the school
5. OSPA will determine if further training or a suspension of the PLC is necessary
What are some things that we need to **START** doing?

What are we currently doing that we can or should **STOP**?

What are we doing now that works and should **CONTINUE**?

<table>
<thead>
<tr>
<th><strong>START</strong></th>
<th><strong>STOP</strong></th>
<th><strong>continue</strong></th>
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<tbody>
<tr>
<td>daily standups</td>
<td>weekly status meetings</td>
<td>prioritizing buglist</td>
</tr>
<tr>
<td>Friday “Flash” Report</td>
<td>tracking bugs &amp; builds with email</td>
<td>lessons learned at milestones</td>
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PDSS Offers...

Facilitating Authentic BCPS PLCs

- 2-day session
- Offered during Seasons of Learning
- Audience: Teacher leaders who facilitate PLCs

PLC Structures

- 3-hour sessions on each:
  - Collaborative Inquiry
  - Data Teams
  - Lesson Study
- Audience: PLC facilitators and participants
Visit Our Website!

Please visit:

https://www.browardschools.com/Page/30897
Questions and Answers