

Miami-Dade County Public Schools
Office of Professional Development and Evaluation



Professional Learning Community (PLC) Implementation

FLDOE Professional Development System Evaluation Protocol Standards:

Standard 1.2.1 Learning Communities (Educator Level)

The educator participates in collaborative learning communities whose members use a cycle of continuous improvement to achieve goals that align with individual, school, and district goals for student achievement.

Standard 2.2.1 Learning Communities (School Level)

School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team members' Deliberate Practice and the school and district goals for student achievement.

Standard 3.2.1 Learning Communities (District Level)

The district supports and encourages professional learning in collaborative teams of educators.

Objective: To improve student learning outcomes through effective Professional Learning Communities (PLC's) as a means to foster a collaborative school culture focused on improving student learning and achievement.

Definition	Critical Questions
A professional learning community is an on-going process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. (DuFour, 2010).	<ul style="list-style-type: none"> ❖ What is it we want children to learn? ❖ How will they learn it? ❖ How will we know when they have learned it? ❖ What will we do differently if they have not learned it?
Key Characteristics of PLC's	Smart Goals
<ul style="list-style-type: none"> ❖ Shared mission, vision, values and goals ❖ Collaborative teams focused on learning ❖ Collective inquiry into best practices an current reality ❖ Action oriented and experimentation ❖ Commitment to continues improvement ❖ Results oriented 	Smart goals provide a tool for setting school-wide goals, aligned with district initiatives, to promote continuous improvement. <ul style="list-style-type: none"> • Strategic and specific • Measurable • Attainable • Results-oriented • Time-bound
Setting Norms	Potential Data Sources
<ol style="list-style-type: none"> 1. Each team should create its own norms. 2. Norms should be stated as commitments to act/behave in certain ways rather than beliefs. 3. Norms should be reviewed at the start of each PLC meeting. 4. Teams should focus on a few essential norms. 5. Violations of team norms must be addressed. 6. Teams should formally evaluate their effectiveness at least twice a year. 	Formative Assessments Authentic student work Interim Assessments FAIR data Edusoft Benchmark Assessments End of Course exams FCAT 2.0
	PLC Resources
When establishing norms, consider: Time Decision Making Listening Participation Confidentiality Expectations	<i>Learning By Doing</i> (DuFour, 2006) <i>On Common Ground</i> (DuFour, 2005) All Things PLC www.allthingsplc.info Solution Tree www.solution-tree.com Learning Forward http://learningforward.org/ National School Reform Faculty www.nsrffharmony.org Writing SMART Goals: http://www.ehow.com/how_7871059_write-smart-goals-education.html

PLC Guidelines

Professional Learning Communities (PLC) are collaborative groups of educators that meet together regularly to focus on a common goal related to student achievement.

Planning your Professional Learning Community:

1. Each PLC group, at its first meeting, must identify the **common focus**, establish group **norms** and **SMART goal(s)**, select **protocols** that will be used during meetings, identify resources and materials to be used, **review the PLC evaluation rubric** and determine the meeting **schedule and roles and responsibilities** each member will fulfill. At each of the remaining meetings, one participant should present and/or lead the meeting until everyone has served a turn in this role.
2. Subsequent to this first organizational meeting, the group should meet for **one additional hour per participant** (limit of 12 members/13 meetings). The total **number of participants should not be less than 5 nor more than 12**. (Note: dropping below the minimum number of participants will mean no MPP credit is awarded for this activity.)
3. Each PLC meeting after the first must be entirely devoted to exploring/studying the common focus. To keep the meeting focused and to ensure that all members have an equitable opportunity to participate, each PLC meeting should employ a protocol, a structured process to support efficient communication and learning. An electronic copy of *Protocols for Professional Learning* by Lois Brown Easton is available through the PD Registration System (Instructor/Facilitator Help tab) and is also provided to all PD Liaisons. Additional protocols may be found at: <http://www.nsrffharmony.org/resources.html>
4. PLC meetings should be held on a **regular schedule**, optimally once each week, and not less than once each month. Meetings should last a minimum of one hour and not longer than 2 hours.
5. Participants in a PLC may receive MPPs for their participation. The number of MPPs awarded for participation is determined based on the number of members in the group (MPPs=2 independent hours + number of contact hours which is the number of hours the group will meet as determined in guideline #2 above.)
6. Each PLC member is responsible for leading and/or serving as the presenter for one hour. A schedule for this rotation should be established during the first meeting. If, subsequent to the first meeting, some participants drop out of the PLC, the number of hours of meetings should be reduced accordingly.
7. If the number of participants is less than originally anticipated when the PLC session was proposed, an adjustment to the number of MPPs will be made by the PD Data Center based on the sign-in roster submitted.

Participant Eligibility for Master Plan Points

1. PLC members must register through the PD Registration System. When the session is proposed, it is suggested that the PD Liaison list an administrator as the instructor, because the designated instructor is not eligible for MPP. However, the facilitator, as listed in the PD Registration System, may also register as a participant in order to be eligible for MPP.
2. PLC members must attend all meetings and complete all responsibilities related to participation in the PLC, including the follow-up reflection, not later than one week after the final PLC meeting. (Note: No make-up work is permissible for missed PLC meetings.)
3. Each individual PLC member must complete the PLC Agenda and provide a **Summary Report** for the meeting at which he/she was the leader/presenter. Each member must also compose a one page **Final Reflection** after the final PLC meeting.

Required Close-Out Procedures for a PLC

1. The designated PLC instructor and facilitator (as listed in the PD Registration System) are responsible for issuing grades to PLC participants in the PD Registration System, and submitting the **PLC Record Template, Agenda and Summary for each meeting**, PLC members' **Final Reflections**, along with the **PLC Evaluation Rubric**.
2. Attendance **sign-in sheets** must also be submitted to the Professional Development Data Center with the items listed above within 10 days after the final meeting of the group.

If a session does not meet the M-DCPS's Professional Learning Communities guidelines, the PD Data Center will contact the school offering the PLC to assure fidelity across the District

- School-based PLC component number that must be used when proposing a PLC course: 7-507-309.
- Separate sessions need to be posted for each PLC.
- PLCs may not be proposed for less time than one hour per meeting. PLCs must meet regularly.
- PLCs should not have multiple instructors listed.

Professional Learning Community Record Template

Cover Page

School: _____ Loc #: _____

PD Liaison: _____

Course Instructor: _____ Course Facilitator: _____

PLC Session Title: _____ Component/Sequence Number: _____

PLC SMART Goal: _____

Was the SMART Goal achieved? _____

What evidence exists of changes in instructional practice? _____

What evidence exists of impact on student learning? _____

PLC Close-out Checklist: Be sure that all of the following documents are included.

- _____ Sign-In Sheets
- _____ PLC Record Template
- _____ PLC Agenda for each meeting
- _____ PLC Meeting Summary for each meeting
- _____ PLC Members' Final Reflections
- _____ PLC Evaluation Rubric

Principal's Signature

Date

To be completed by Center for Professional Learning Data Center Staff

Master Plan Points Assigned:	
Master Plan Points Modified to:	
All required documents submitted:	

Submit all required documents not later than 10 days after the final PLC meeting.
Fax to the PD Data Center, Fax# 305-883-1443
Processing of MPPs is contingent upon timely compliance with reporting requirements.

PLC Planning Template
(Should be completed at the first PLC meeting)

1. What is the area of focus for this PLC? Please identify both general content area and specific curricular objectives, and/or specific student subgroups.

2. What is the SMART goal related to this area of focus?

3. How will the PLC regularly assess its progress toward this goal?

Group Norms

Protocols to be used

PLC Participants' Final Reflection

Following the final meeting of the PLC, **each participant** should compose a one-page reflection. The reflection should include responses to the following questions:

- What knowledge, skills, and insights have you learned/gained from participation in this PLC?
- How will you apply the new knowledge, skills, and insights in your teaching practice?

Professional Learning Community Evaluation Rubric

This rubric is to be completed collaboratively by the participants in each PLC and submitted with the final closeout documents. Participants should review and discuss the planning, implementation, processes, and outcomes of their PLC and determine a group rating regarding successes, challenges, and opportunities for improvement in each of the areas below. These can be used to strengthen the planning process for future PLCs. Please assess the extent to which each of the critical elements listed below was successfully implemented. in this PLC.

PLC Component and Sequence # ____ - ____ - ____ - ____				
Critical Elements of the PLC	1	2	3	4
	Rarely or Not at All (less than 50% of the time)	Inconsistently (51-70% of the time)	Most of the Time (71-90% of the time)	Almost Always to Always (91-100% of the time)
Focus on Learning				
All PLC activities were focused on student learning aligned with the relevant standards.				
The collaborative PD protocols were differentiated and chosen according to participants' needs and inquiry content addressed.				
The PLC process identified important problems and/or opportunities related to professional practices; investigated solutions and enhancements; selected and tested appropriate research-based practices through relevant and rigorous lessons; and openly shared results.				
Focus on Collaborative Culture				
There were frequent collaborative meetings by our team that utilized the PLC process.				
The team work time was used to clarify essential student learning, develop common assessment of learning, and analyze evidence to learn from one another.				
The PLC environment is such that professional learning relies upon the skills, knowledge and experiences of its members.				
Focus on Results				
Evidence was reviewed frequently to determine progress towards goals/objective and support continuous improvement.				
The communal reflection and dialogue led to a coordinated strategy of response to students' needs based on data.				
The team's evaluation of the success of this PLC was based on tangible measures. Evidence of student learning was used to inform and improve instructional practice. Student outcomes were used to assess the impact of the changes in instructional practice.				
Point Totals:				
Overall Average (Total points ÷ 9)				