



High Performance Professional Learning Communities That Impact!

“The goal of second-order change is to modify the very culture of the organization and the assumptions, roles, relationships, and norms that make up the culture. Transforming schools and implementing PLCs demands second-order change.”

DuFour, p 248. (Marzano research)

Laying the Foundation

- The Role of Leadership in Designing PLCs
- Leadership Teams Operating as a PLC
 - Coaching PLCs and Reviewing Work
 - Key Messaging
- Establishing a Success Based Culture
- Required Shifts: Teaching and Learning, Use of Assessments, High Impact Collaboration, Professional Learning, Focus of the Work

Metrics

- Current State versus Desired State
- Collecting Metrics: Baseline, Goal Setting and Progress Monitoring
 - As a District, School Level and PLC
- Cross-walking Student Results with Walkthrough Data
- Tightly Aligned Data Cycles

Organizing the Work of the PLC

- Time and Expectation
- Structure
- Norms
- Sharing Expertise
- Agenda Content
 - Looking at Student Work
 - Protocols
 - Implementing Research-Based Best Practices (Tier 1 Instruction)
 - Analyzing CFAs and Planning Strategies
 - Sharing Data from Teacher-Led Learning Walks
 - Professional Learning as a Collaborative Model

Securing Culture and a Results Orientation

- The Transformation Path
- Establishing Coherence for Sustained Results (Fullan Research)
- Posting Success
- Creating Celebrations

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Our Process:

We begin by meeting with the Leadership Team and mapping out the timeframe, benchmarks and deliverables as we implement Professional Learning Communities, district-wide. It is important to look at our current state and desired state in order to intentionally design the work from the results that we want to achieve over a particular time.

PLC has highly sophisticated metrics which are critical for establishing baseline, setting goals and progress monitoring results. The PLC Professional Learning Community data set allows leadership to have a clear picture of the current challenges and successes of PLCs along with perceptions and viewpoints around the nature of the work, skill sets needed, expectations, roles and responsibilities. This data is provided to the Leadership Team for analysis and creating a targeted pathway to improve the impact and results of the PLCs.

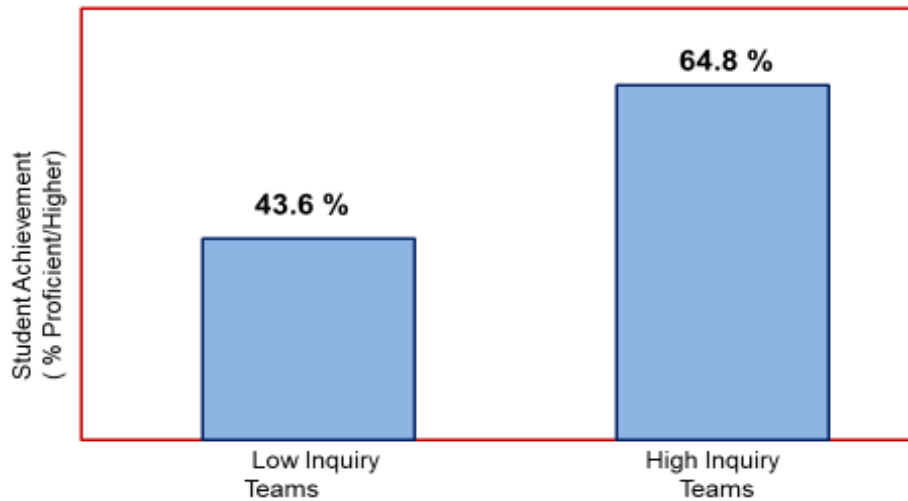
Key messaging is an important part early in the process. We will assist the district in ongoing key messages as well as support leaders as they coach the PLCs. Our processes are very targeted and specific; we offer true clarity around exactly what Professional Learning Communities should be working on. This is an important point, as often PLCs are set into motion without highly specific guidance which causes the PLC work to stall out and participants realizing very quickly that they are not having traction and creating impact. When we precisely share strategies and agendas for the PLCs and help them focus and organize their work, there is a tangible outcome at the close of every session; learning takes place and commitment increases.

Support is offered in a blended format, meaning time on site partnered with virtual support. This is an effective model as it protects resources. Typically, this is a three year process. The first year lays the foundation and establishes impact, in the second year we continue to refine processes and further improve results, in the third year we make certain collective capacity for these processes is built and practices perpetuate. This can include a train the trainer model.

We will provide best practices from field experts so that all are able to benefit from the works of contributors such as Hattie (Effect Size), Wiliam, Schmoker, Berger, Marzano, Fullan etc. – knowing the right drivers is important for grounding the work.

We will conduct Learning Walks, in collaboration with leadership, gaining a clear sense of instruction as well as the teamwork through PLCs. The PLC Facilitators should have monthly contact during the first year with the Leadership Team and PLCs. This can be on a rotating basis through the various schools split among Facilitators. The delivery model is co-constructed with you, based upon the preferences of the district. The result – not only will we achieve a culture of success, we will have a true benefit from the collective expertise of the district and improve capacity. That, in turn, has a tremendously positive impact on our learners and their future.

High Inquiry Teams



Doug B. Reeves, *The Learning Leader*, 2006

Transformational Path: PLC Associates Model

