

Establishing, Implementing, and Supporting Professional Learning Communities to Achieve Program Improvement and Professional Development Objectives

Establishing Professional Learning Communities (PLCs)

Introduce the Professional Learning Community concept:

1. Share and discuss the Pennsylvania definition of a Professional Learning Community.
2. Provide staff with rationale for working in a PLC.
3. Discuss how PLC work is different from other staff meetings and the program improvement team (PIT) meetings.

Determine the PLC(s) logistics:

1. Budget/plan for the time allotted for PLC activities. (Administrator)
2. Selection of members for each PLC according to PLC focus.
3. PLC(s) team size.
4. Meeting times for each PLC.
5. Meeting location for each PLC.
6. Frequency of meetings.
7. Member roles and responsibilities.
8. Documentation requisites.

Implementing and Supporting a Professional Learning Community

Focus the Professional Learning Community around an objective:

1. Review the Program Improvement-Professional Development (PI-PD) worksheet(s):
 - a. Discuss the objective.
 - b. Discuss the target data.
2. Discuss and plan to collect evidence to determine if the job-embedded professional learning has made an impact.
3. Review and revise action plan as needed.

Support the Professional Learning Community work:

1. Provide resources: materials, supplies, information, technology, and access to expertise.
2. Provide space for staff to meet.
3. Provide time for staff to meet.
4. Protect professional development time from intrusions and interruptions.
5. Maintain an atmosphere of mutual respect, trust, and openness for creative solutions.
6. Differentiate for varying levels of expertise.

CCRS Resources

- Rationale for PLCs: [College and Career Readiness Standards for Adult Education](#), (2013), pp. 1-3.
- Facilitation: [Guidelines for Meeting Facilitators, Standards-in-Action](#), (2009), Appendix A, pp. Unit 1-20-1-21.
- Facilitator Guides: Translating Standards Into College and Career Readiness-Aligned Curriculum and Instruction Facilitator Guide ([Mathematics](#) and [ELA](#)).

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press, Inc.

Jolly, A. (2008). *Team to teach: A facilitator's guide to professional learning teams*. Oxford, OH: National Staff Development Council.

DuFour, R., DuFour R., Eaker, R., & Many, T. (2010). *Learning by doing: A handbook for professional learning communities* (2nd ed.). Bloomington, IN: Solution Tree Press.

What Is the Difference Between a Program Improvement Team (PIT) and a Professional Learning Community (PLC)?

PIT

- Oversees development of instructional and non-instructional PI-PD Plan(s).
- Oversees program improvement by analyzing program data.
- Collects data and evidence of change.
- Includes program-wide representation.

PLC

- Implements instructional PI-PD Plan(s).
- Conducts and supports job-embedded professional learning to improve instruction.
- Collects data and evidence of change.
- Includes the IHPDS and instructors.

Program Improvement