

Identify the Problem ?

Ask yourselves, "What problem with student learning do we experience in our classrooms?" Find a common problem that all members of the PLC experience. It can help to align your problem to a school-wide goal, such as improved math achievement.



Validate with Data

Ask yourselves, "What evidence do we have that this problem exists?" If you don't have any evidence yet, you may need to collect baseline data. For example, are weak writing skills the problem? As a PLC determine a common writing prompt to give all of your classes and score them using the same rubric.



Plan

Ask yourselves, "What are the causes of this problem?" and design an intervention to align with those causes. Use research to inform your plan and document it.

Do

Implement the intervention in all classes and agreed upon formative assessments to track progress. Ask yourselves, "Will any of the members in our PLC need support (modeling, materials, help with scheduling/management, tracking documents for data)?"



The PLC Work Cycle

Professional Learning Communities work best when teachers have ownership of the work and follow a predictable cycle of inquiry.

Share

Establish a routine for all PLCs in the school to share their work with one another. Host a gallery walk scheduled once per trimester when each PLC presents their goal, intervention, and progress thus far. Ask each other, "What ideas do you have for our PLC?"



Act

Based on the data, make decisions about the intervention. Ask yourselves, "Should we keep it the same? ...intensify it? ...adjust it? ...replace it?"



Study

Ask yourselves, "Is it working? ...for whom?...under what conditions?" Bring the formative assessment data back to the next PLC meeting to discuss. Use a protocol to guide the conversation.

