



PLC PLANNING PROTOCOL

Purpose: Effective professional learning communities have an unwavering focus on **individual student performance, instructional effectiveness, and collaborative practices**. This protocol engages building leaders in dialogue to assess their level of proficiency in these three areas and construct a data-driven plan to support improvements where they are needed most.

Time	Process	Process Support/Roles
<p>STEP 1 15 min</p>	<p>Surfacing Preconceptions Surfacing preconceptions is a necessary step for teachers and administrators to learn from one another about students, instruction, and collaboration in their school and develop a plan that will foster improvements.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Without looking at any data, individually reflect on your preconceptions about your school. Record your responses on the SURFACING PRECONCEPTIONS worksheet: <ul style="list-style-type: none"> o <u>Student Performance</u>: Describe how different subgroups of students are performing on the science WASL. o <u>Instructional Effectiveness</u>: Describe the strengths and weaknesses of science instruction within your school. o <u>Collaborative Practices</u>: Describe the strengths and weaknesses of the collaborations about science teaching and learning that exist within your school. <input type="checkbox"/> Share your preconceptions within in your TL-Admin Pair. Record your partner's ideas on the SURFACING PRECONCEPTIONS worksheet. 	<p>Allow each person to think quietly and individually about their own preconceptions.</p> <p>During your discussion afterwards, actively and carefully listen to develop an understanding of the other person's perspective. Use questions to clarify your understanding, not to challenge their position. Clear understanding is important here, not consensus or even correctness.</p>
<p>STEP 2 60 min</p>	<p>Analyzing Data Data provide evidence to support or challenge our preconceptions. Here we provide three data sets, collected both locally and nationally. Juxtaposing that evidence with your prior ideas is necessary to build a deeper and more accurate understanding of students, instruction, and collaboration within your school.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine the appropriate data set for each of the three areas below. Record your observations on the ANALYZING DATA worksheet. <ul style="list-style-type: none"> o <u>Student Performance</u>: Student WASL Data o <u>Instructional Effectiveness</u>: Classroom Observation Data o <u>Collaborative Practices</u>: Professional Learning Community Survey Data <input type="checkbox"/> Share your observations within your TL/Admin Pair. Record any additional observations your colleague may have had on the ANALYZING DATA worksheet. 	<p>Allow each person to explore their own thinking about the data and to consider the other person's perspective when observations about the data are shared.</p> <p>Avoid making inferences or offering solutions or actions.</p>

<p>STEP 3 60 min</p>	<p><u>Synthesizing the Data</u> Discussion of observations made when analyzing data is important to make sense of all the individual pieces of information. Synthesis of those data helps to surface weaknesses within the school that are limiting opportunities for students to succeed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively generate a summary statement from your list of observations for each of the three areas: <i>Student Performance</i>, <i>Instructional Effectiveness</i>, and <i>Collaborative Practices</i>. Record your summary statements in the left-hand column of the TARGETING PRACTICES worksheet. <input type="checkbox"/> Individually revisit your preconceptions from Step 1 and compare them with your summary statements. <input type="checkbox"/> Discuss within your TL/Admin pair the strengths and limitations of your preconceptions, where they come from, and what Steps 1-3 have helped you learn about your perceptions and your school. 	<p>Make sure your summary statements are based on the observations made on the ANALYZING DATA worksheet.</p> <p>Make sure you take time to reflect on prior ideas in light of new evidence and share your insights so that you can learn together.</p>
<p>STEP 4 90 min</p>	<p><u>Targeting Practices to Improve</u> Research on student performance, instructional effectiveness, and collaborative practices helps school leaders accurately target school improvement efforts to overcome existing shortcomings identified through data analysis. Targeting specific practices that research has shown to be important and effective increases the likelihood of improving student success.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify potential elements from the research-based tools for each of the three areas below to target for improvement based on your summary statements from Step 3. Elements are listed in green text in each of the tools. Record the identified elements in the right-hand column of the TARGETING PRACTICES worksheet. <ul style="list-style-type: none"> o <i>Student Performance</i>: Supporting Student Success Guide o <i>Instructional Effectiveness</i>: Science Classroom Observation Guide o <i>Collaborative Practices</i>: Professional Learning Community Observation Protocol <input type="checkbox"/> Within your TL/Admin pair, select 1-2 elements in each area that are most likely to generate improvements in your school. The elements you select will become the focus for the rest of your planning process. 	<p>Make sure the elements that you select are clearly and tightly linked to your summary statements.</p> <p><i>*After this step you will have an opportunity to meet with your PLC members to get their input on your work so far.</i></p>

<p>STEP 5 90 min</p>	<p>Selecting Strategic Actions To positively impact student success, it is critical to carefully analyze data and purposefully focus on specific targets. School improvement occurs when the actions leaders take are strategically selected to address shortcomings revealed by data and target practices supported by research.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Copy the 1-2 targeted elements selected in Step 4 into the appropriate boxes on each of the STRATEGIC ACTIONS worksheets. <input type="checkbox"/> Use the Professional Development Planning Tool to identify possible actions to implement with your PLC. Record the actions in the "Actions" box of the appropriate STRATEGIC ACTIONS worksheet. <input type="checkbox"/> As a TL/Admin pair, select those actions that are most likely to generate improvements in your school. The actions you select will be integrated into a comprehensive, year-long plan for your PLC. 	<p>Each element on all three research-based tools is further clarified by a list of associated "indicators". Use these indicators to help refine and guide your choice of actions.</p> <p>Make sure the actions that you select are clearly and tightly linked to your targeted elements and well-suited to your current building context.</p>
<p>STEP 6 45 min</p>	<p>Collecting Data to Monitor Impact In order to measure the impact of your actions, data collection and analysis must be continuous and cyclical. Monitoring provides information to assess the effectiveness of your actions and inform necessary adjustments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> As a TL/Admin pair, consider what data sources are available to you, and brainstorm what data will need and can access to measure the impact of the actions you have selected. <input type="checkbox"/> As a TL/Admin pair, select those data sources that will provide you the best feedback for each action and record them in the "Data to Monitor Impact" box on the STRATEGIC ACTION Worksheets. 	<p>Think beyond the data sources provided for you in Step 1. Consider sources that will allow you to monitor impact frequently (e.g. formative assessments, surveys, etc.).</p>

<p>STEP 7 90 min</p>	<p><u>Developing a PLC Timeline</u></p> <p>PLCs successfully implement selected actions by constructing a realistic timeline that identifies the resources needed for each action and articulates the responsibilities required of each member. An effective timeline incorporates actions for all priority areas into one coherent plan and is achievable within the constraints of the specific school context.</p> <ul style="list-style-type: none"> ❑ Create a year-long timeline for implementing actions selected in STEP 5 for all three areas: <i>Student Performance</i>, <i>Instructional Effectiveness</i>, and <i>Collaborative Practices</i>. <ul style="list-style-type: none"> ○ Determine the point in the school year the actions you selected in Step 5 would be most effective. Record the selected actions in the “Action” box on the PLC TIMELINE worksheet within the appropriate time block. ○ Determine the appropriate roles for each PLC member for each action in your timeline. Record those roles in the “Roles” boxes on the PLC TIMELINE worksheet with the appropriate actions. ○ Identify the necessary resources for each action in your timeline. Record those resources in the “Resource” box on the PLC TIMELINE worksheet with the appropriate actions. 	<p>Make sure you take into account your district calendar when establishing your timeline. And, remember, some actions may be ongoing and will appear in more than one time block.</p> <p>Make sure you distribute responsibilities for PLC activities across all members, recognizing the range of experience and expertise each member offers and the support they need. Consider having PLC members share responsibilities to make them more manageable.</p> <p>At this step only focus on resources that require advance planning (e.g. time, place to meet, money, higher education faculty, etc). More details will be developed later in Step 8 for those actions planned for the first two months of the school year.</p>
<p>STEP 8 90 min</p>	<p><u>Preparing for your PLC Meetings</u></p> <p>A well-conceived meeting plan helps PLCs work effectively and efficiently. Developing the plan collaboratively ensures that the plan attends to the needs of individual members, as well as more general school-wide needs.</p> <ul style="list-style-type: none"> ❑ Create detailed meeting plans to implement your selected actions. <ul style="list-style-type: none"> ○ Determine the logistics for each of the PLC meetings to be held during the first two months of the school year. Record the meeting dates, times, locations, participants, and facilitators in the “Logistics” section of the PLC MEETING PLAN worksheet. ○ Determine the outcome, areas targeted for change, and actions for each meeting. Record this information in the “Plan” section of the PLC MEETING PLAN worksheet. ○ Determine agenda items for each meeting. Record these items in the “Agenda Items” section of each PLC MEETING PLAN worksheet. 	<p>Use a separate PLC MEETING PLAN worksheet for each meeting.</p> <p>Make sure that all PLC members – Teachers, Teacher Leaders, and Administrators - actively contribute to the planning process.</p> <p>Frequently refer to your PLC TIMELINE worksheet as you plan your PLC meetings.</p>