

# Professional Learning Communities - EQOC Guidance

A Professional Learning Community focuses on developing meaningful, challenging, and engaging learning experiences for every learner. A PLC is a group of educators with dedicated ongoing time to collaborate, learn, grow and improve their practice.

To thrive, PLCs must shift from something we have to do to something that we *want* to do. To do so, PLCs.

- must take care to value every member, cultivating a sense of commitment to learners, each other, and the work.
- should promote coherence, a sense of purpose, meaning, and joy in the classroom.
- should be intrinsically motivated, guided by thoughtful questions, research, problems of practice and evidence.
- can benefit from support and systems from others outside of the PLC.

While PLCs share unity of the qualities above, they are not one and not uniform. PLCs may utilize one or more tool, protocol, and/or structure (e.g., lesson study, critical friends, communities of practice, etc.).

# Shared Commitments

## A Professional Learning Community

- **improves** every educator in the group by supporting and making each other better.
- **owns** the responsibility for ensuring that their PLC experience is meaningful, challenging, and engaging for themselves.
- **decides** which step of the planning cycle they address in a particular meeting. (PLC may spend more time in one phase than others, or spend more time with one question than others, and monitor that they are addressing each of the questions at times.)
- **plans & designs** learning experiences of students and adults that are
  - **meaningful**, including work that is authentic, chosen, or real-world.
  - **challenging**, including competencies and standards appropriate for the course or grade level, learning continuum, and/or individual challenges.
  - **engaging**, including learner interest, variety, culturally relevant, joyful, fun, innovative, creative, or new.
- **reflects** throughout the process, learns from successes and failures, and remains committed to their professional expectations.
- **considers** evidence (student work, data, research, experience, etc.) when making decisions or revisions to the learning experience.
- **communicates** progress and needs with school administrators and instructional support.

### Learning Goals & Outcomes

**What are meaningful goals for students related to standards, disciplinary practices, and competencies?**

- What will students be able to do as a result of, or what product or performance will result from, this learning?
- How will we know to what depth or degree students meet the learning goal(s)?

### Revisions & Next Steps

**What are the next steps for the class?**

- What learning goals are next? How can they connect to previous knowledge?

### Teacher Reflection

**What have we learned, and how did we grow?**

- What might we change or revise?

### Learner Engagement

**What questions, strengths, skills, or passions do my students bring?**

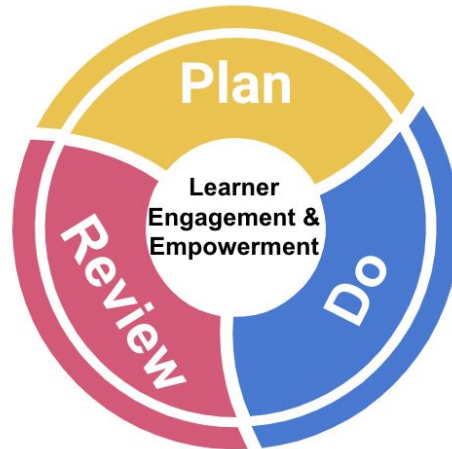
- How can the learning be authentic, culturally relevant, and joyful for my students?
- How can we include students' voice and choice in their learning?

### Learner Experiences

**What learning experiences will challenge and deepen understanding?**

- Which parts can be co-designed with students or student-designed?
- What questions (essential, compelling, or supporting) will we ask?

## Learning Design Cycle



### Facilitating Learning

**How are students responding to and taking ownership of the learning experience?**

- How are we supporting every student in the learning process (personalizing, scaffolding, differentiating, adapting)?
- What do we need to change or revise?

### Assessing Learning

**How are students progressing toward meeting the learning goal(s)?**

- How are students demonstrating their learning?
- What is the quality of their demonstrations, products, or performances?
- How are students assessing their own learning?

### Supporting Learning with Next Steps

**Based on evidence (data and student work), which students have successfully demonstrated their learning?**

- To what depth, degree, or level of quality?
- How will we help students re-engage when they met the learning goal(s) and when they did not meet the learning goal(s)?

# PLC Guiding Questions and Process

**What phase of the Learning Design Cycle are we focusing on in our next PLC?**

**What tools, protocols, and resources do we have and/or need?**

**What materials, information, and/or action does each member need to prepare, bring, and/or do for the next PLC?**