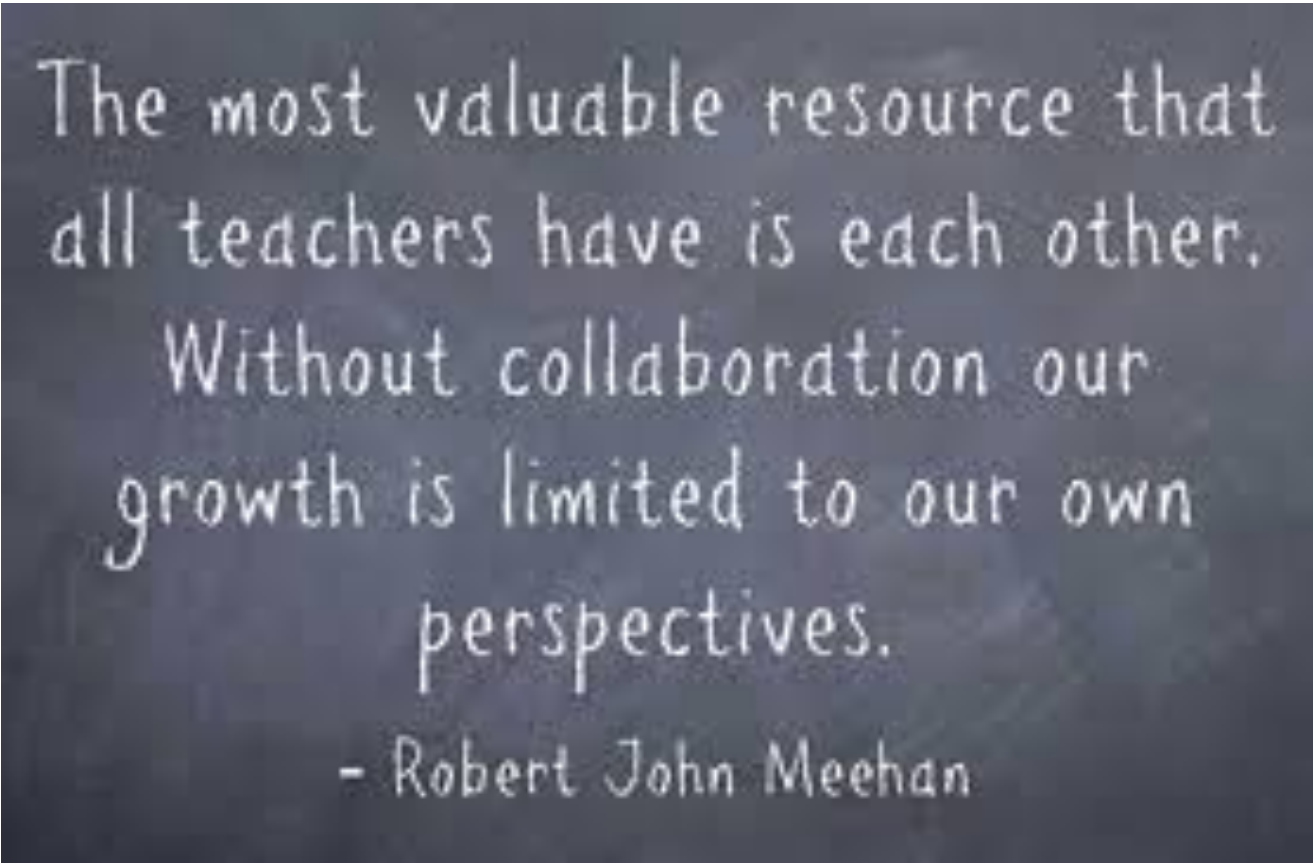

50 MINUTE PURPOSEFUL PLC



The most valuable resource that
all teachers have is each other.
Without collaboration our
growth is limited to our own
perspectives.
- Robert John Meehan

Making the PLC Work

Time is very limited during the school day when teachers can really collaborate. If PLCs are to help this need, they should be run efficiently and purposeful to make them meaningful and powerful. BEFORE the PLC, decide on a strategy you want teachers to use (school wide or K/1, 2/5, middle/high school by content, etc). For example, you might focus on a comprehension strategy, part of the writing process, spelling

Together we can make a difference IF we are opened to learning, trying, failing, and supporting one another for the sake of our students

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strategy, editing strategy, context clue strategy, nonfiction strategy, etc. Gather work samples from students that can be shared at the beginning for the PLC so teachers know what the 'product' looks like.

50 Minutes Purposeful PLC Agenda

Step	Time	Description
Step 1	5 minutes	Examine examples of student work. Make sure this evidence is a wide variety of samples across grade and proficiency levels.
Step 2	15 minutes	Demonstrate the strategy using a Think Aloud. Remember to include the use of turn and talks during the demonstration. Have teachers fill out the observation form on the next page so they are noting what is important during the demonstration.
Step 3	10 minutes	Debrief the demonstration, pointing out important points for teachers to note. Chart them quickly to serve as a reference.
Step 4	15 minutes	Have teachers practice the strategy. If possible, mix up the grade levels so that teachers are with other staff that are not on their team.
Step 5	5 minutes	Set expectations for the use of the strategy. This is best done by an instructional leader of the school, the administrator. Assign product to be brought to the next PLC so that teachers can compare and contrast results as well as examine the gradual increase in complexity from grade level to grade level.

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What are the 4 Questions of PLCs?

1. What do we want students to learn?
2. How do we know students have learned it?
3. What do we do when students don't learn it?
4. What do we do when students learned it/already know it?

DuFour

<i>WHAT THE TEACHER DID</i>	<i>WHAT I LEARNED</i>

