



FY19 (2018-2019 school year) Professional Learning Community (PLC) Guidelines

Roles and Responsibilities of Teachers

As all teachers are expected to participate in a Professional Learning Community (PLC), basic expectations are set in place to ensure that all teachers participate and contribute to their PLC. We recognize the challenges of singleton teachers, teachers who are not tightly linked to a team or department, and non-classroom instructional staff.

Singleton teacher will collaborate with administration to develop an appropriate opportunity for them to be a part of a PLC, e.g. working with a PLC at the school, collaborating with other singleton teachers at the school, or collaborating with singleton teachers at other schools. Future consideration to address a plan for maximizing effectiveness of singleton and non-classroom instructional staff involvement in a PLC will be a focus of this collaboration.

Required PLC meetings will be held a maximum of once each week. The PLC facilitator will email the agenda to the PLC team, copying school-based administration, within forty eight hours of the PLC meeting. The contents of PLC meetings shall focus on teaching and learning, and consist of PLC requested professional development, data analysis, planning, creating assessments, collaboration, and continuous improvement. The PLC will work on answering these four critical questions, although not necessarily all four at once:

- What do we want students to learn?
- How will we know when each student has learned it?
- How will we respond when students do not learn?
- How will we respond if students already know what we want them to learn?

Minutes from PLC meetings will be prepared after each meeting and submitted to school-based administration within three days of the PLC meeting. The format of the minutes and meeting agendas will be a site-based decision.

Roles and Responsibilities of Administrators (School-based and District support)

The Professional Learning Community (PLC) is a critical part of our District culture and is important for student success. Administrators are to attend PLC meetings and provide assistance on an on-going basis. PLC meeting time is considered sacred and administrators are expected to schedule other activities around PLC meeting time. The PLC process is centered on answering the four critical questions and administration has a responsibility to support each PLC through education about data collection, providing inaccessible data, and effectively managing resources to support the continuous improvement process, as each PLC reacts to data.

Administrators will review the PLC meeting minutes and will respond appropriately to the needs and challenges of each PLC. When a PLC requires District support, school-based administration will be the liaison with District-based administrators. School-based administrators will be responsible for coordination with District-based administrators who provide the assistance needed.

What is a Professional Learning Community (PLC)?

A Professional Learning Community (PLC) is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. (see DuFour).

A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

A PLC operates under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. (see Osceola County PLC Guidebook). A PLC team is a small number of people with similar content or job responsibilities who are committed to an agreed purpose, goals, and approach for which they hold themselves mutually accountable. It is the place and time teachers come together to “work on the work.”

Examples of appropriate use of PLC meeting time include:

- Collaborative Activities
- Setting SMART Goals
- Collaborative Lesson Planning
- Focus on Students within a Team, Grade Level, Department, or Subject Area
- Analyzing Student Data
- Instructional Strategy Sharing
- Instructional Strategy Modeling
- Development of Common Assessments
- Addressing the Four Critical Questions
- Using “Plan, Do, Study, Act” for Continuous Improvement
- Teacher Requested Instructional Support
- Vertical Alignment Plans
- Administration Focus on Keeping PLC Meeting Time “Sacred”

Examples of inappropriate use of PLC meeting time include:

- Whole Faculty Professional Development
- A Faculty Meeting
- Delivering of Information Related to Routine School Business
- Information Presented in a “Sit and Get” Fashion
- Imposed or Forced Professional Development or Training
- A Department or Grade Level Meeting to Share Information Not Related to Appropriate PLC Topics (see list above)
- A Department or Grade Level Meeting to Share Information from the District Similar to Department Chairperson Meetings

- School-based Committee, Taskforce, or Team Meetings (e.g. Sunshine Committee, Discipline Committee, Graduation Committee, etc.)

Flexible Scheduling (Flex Time)

It is recommended that PLC meetings take place during the school day when common planning can be scheduled for teachers. In the event that the school's master schedule cannot accommodate common planning for teachers, school-based instructional staff shall work collaboratively with school-based administration to develop a flexible, practical, and realistic work schedule that accounts for additional time needed on certain days for the purpose of a PLC meeting. Flexible schedules must still be equivalent to the TALC Contract requirements in Article 7 (Work Schedule), which states that the standard work week for instructional staff is 38-hours. The work day should not exceed eight hours and when building a flexible schedule, the start and end times of PLC meetings should allow for instructional staff to arrive and depart from school at a reasonable time as it relates to their standard arrival and departure times.

Singleton Teachers

Four options exist for singleton teacher PLC participation:

1. Singleton teachers to work with the school principal to participate in a PLC within their school, in order to support cross-curricular or cross-grade level student learning.
2. Singleton teachers will create an inter-district grade level or subject area PLC, assisted by the use of technology. Or teachers may meet at a centrally located district worksite agreed upon by the PLC team.
3. Singleton teachers will work with teachers of similar disciplines to plan school events, for example visual or performing arts performances.
4. Singleton teachers will be able to engage in independent planning and assist with a school-wide responsibility, in lieu of PLC meeting attendance, in unique cases when the principal and singleton teacher agree that it is in the best interest of students.