

# **The PLC at Work™**

## **Process Today**

### **Online Course – Graduate Credit**



## Introduction to the course

This course provides you with the background, content, and learning context that you will need to understand the PLC process today and be ready to put it to work in your school at the highest levels. Professional Learning Communities are not new to K-12 education. PLCs have been implemented, studied, and continuously improved upon for several decades. This course will prepare you for implementing PLCs in your school today by giving you a strong theoretical foundation and knowledge of the PLC process so that you are ready to enhance your service to students and getting the most out of the teams who work together in schools each day.

### About Solution Tree Online Courses

Solution Tree partners with noted experts and authors to develop online courses that provide engaging and rigorous professional development. Each course is highly interactive and is facilitated by experts who provide direct and timely feedback to every learner. Courses are comprised of 30 hours of work, including videos, reflections, eBook readings, online quizzes and writing assignments. Courses can be taken for CEU credit where states and districts support.

Solution Tree's online platform can be accessed by educators anytime and anywhere there is Internet connectivity. Learners can use desktops, laptops and tablets to access their online courses.

Each course is facilitated by expert teachers and administrators who provide practical and timely feedback on all written assignments. Students can send emails to course facilitators at anytime from within the online course.



## Course Objectives

1. Analyze the purpose and wisdom of the PLC process.
2. Understand the history of school reform and the impact of PLCs.
3. Explore and thoughtfully apply existing research on the impact of PLCs.
4. Understand and be able to apply the goal of improving professional practice.
5. Understand the PLC process as the driving force for change versus traditional change initiatives.
6. Explore the relevance and applicability of job embedded learning for teachers.
7. Understand and be able to apply PLC systems and protocols.
8. Understand the importance of reliance on hard facts as opposed to gut reactions and generalizations.
9. Know and explore the application of the three big ideas within the PLC process.
10. Understand the four critical questions within the PLC process and learn practical strategies for their application.
11. Examine the six characteristics of high performing professional learning communities and understand their relevance in application.
12. Analyze the relevance and application of loose and tight structures within a PLC.
13. Explore the importance of developing reciprocal accountability and a collaborative culture within the PLC process.
14. Understand the importance of maintaining a focus on continuous improvement and learn to apply this ethic in authentic working teams.
15. Embrace the pursuit of research-based best practice when applying all aspects of PLC implementation.
16. Understand the importance of maintaining a results-, action-orientation while working in a PLC.

# Opportunities for Assessment & Application

This course will provide educators with history, research, resources and protocols that will help them plan and implement a high-quality PLC initiative. The course will also provide educators with a framework by which they can understand the challenges to implementation. Each student will develop a personalized strategy for implementation and on-going learning. Quizzes and the development of personal plans will be used to assess learning and competency.

Each module of this online course will contain two assessments:

1. A reflection in which educators will be asked to state their learnings or thoughts on the topics covered in the module, defended by evidence from the content in the module. Reflections are given a pass/fail grade and constructive feedback is provided to the learner by the course facilitator.
2. An online quiz containing between 5 and 10 multiple-choice questions on the topics covered in the module. Online quizzes are automatically graded and learners are provided immediate feedback.

In addition to these assessments, the online course contains two “Apply what you’ve Learned Assessments”. As the name indicates, these assessments are written projects requiring research, synthesis and application of the concepts covered in multiple modules. Apply what you’ve Learned Assessments occur at the mid-point and end of the course.

## Readings & Supplemental Support Material:

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2016). *Learning by Doing: A Handbook for Professional Learning Communities at Work™, third edition*. Bloomington, IN: Solution Tree Press.

All Things PLC (<http://www.allthingsplc.info>)



# Scope and Sequence

## Module 1

- Video Introduction
- A Deeper Read
  - Chapter 1 – A Guide to Action for Professional Learning Communities at Work™
  - Chapter 2 – Defining a Clear and Compelling Purpose
  - Selected Readings from AllThingsPLC.info
- Reflective Conversation
- Key Things to Remember
- Quiz
- Conclusion

## Module 2

- Video Introduction
- A Deeper Read
  - Chapter 5 – Establishing a Focus on Learning
  - Chapter 4 – Responding When Some Students Don’t Learn?
  - Selected Readings from AllThingPLC.info
- Reflective Conversation
- Key Things to Remember
- Quiz
- Conclusion



## Mid-Term: Apply what you've Learned Assessment

Learners are required to:

- Defining a professional learning community
- Define clearly what it means to establish a guaranteed and viable curriculum and pursue a results orientation within a PLC
- Define clearly what it means to use teaming and collaboration as the driving force within a PLC

This assessment is provided a grade by the course facilitator based on a published rubric.

## Module 3

- Video Introduction
- A Deeper Read
  - Chapter 3 – Building the Collaborative Culture of a Professional Learning Community
  - Chapter 10 – Implementing the Professional Learning Community Process Districtwide
  - Selected Readings from AllThingsPLC.info
- Reflective Conversation
- Key Things to Remember
- Quiz
- Conclusion



## Module 4

- Video Introduction
- A Deeper Read
  - Chapter 4 – Creating a Results Orientation in a Professional Learning Community
  - Chapter 6 – Creating Team-Developed Common Formative Assessments
  - Selected Readings from AllThingsPLC.info
- Reflective Conversation
- Key Things to Remember
- Quiz
- Conclusion

### Final: Apply what you've Learned Assessment

Learners are required to:

- Define and illustrate an overview of the PLC process from a teacher's point of view
- Define the importance of SMART goals and their use in your school's PLC
- Define the use of common formative assessments and their use in your school's PLC
- Based on the assumed adoption of the PLC model in your school, define specific procedures/practices for intervention or assistance when the students either fail to learn at proficient levels and/or require enrichment

This assessment is provided a grade by the course facilitator based on a published rubric.