Essential Question?

"I Hate Boring Meetings"

- At your table, read the "I Hate Boring Meetings" blog.

- Do you find yourself anywhere in the words of the blog?

We all hate wasting our time. What makes meetings boring or a waste of time?
(Expected responses: there is no evidence that meetings are productive, meetings don't always apply to me, we meet too often)
What will it take to make meetings meaningful? What elements have to be there in order to make them meaningful?

Why are we here?

- Change direction of PLT/PLCs so that our Monday meetings are more effective, meaningful, and focused on student achievement

- Shift in thinking: focus on what *students are learning* rather than just what *teachers are teaching*

This is NOT NEW. Many groups have been working effectively for some time. Ideally this is a time saver; working together makes for better, more effective instruction.
Tool rather than a burden
Our focus should be Common Core.

Relevance: Common Core = Lots of Work. We need to have functioning groups to unpack the standards and build meaningful common assessments.

A Quick Video...

- [Anthony Muhammad "Transforming School Culture"](#)

Dr. Muhammad is an award winning middle and high school principal, used Professional Learning Communities model to make schools more effective

Add statistic here:

Toxic school culture:

Consider Dr. Muhammad's comments before we move forward...

After video... Don't really allow much commentary here, but say "We cannot allow toxins..." (or something)

What is a Professional Learning Community (PLC)?

- A way of working together that results in continuous school improvement (Hord, 1997)

- On-going process, NOT NEW

- Focus on learning

- Individuals, groups work toward common goals

On-going process used to establish a schoolwide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts (Bolam, and his homies 2005)

- Get rid of your fears... in order to work together effectively we must have an open communication within our departments, school, and administration. (No blame game)
- This is NOT NEW. We have been doing work in PLCs, but the business of the PLCs must shift to STUDENT LEARNING
- I work, we work, the school works toward common goals (literacy, college/career readiness, rigor, engagement)

PLCs are **NOT**:

- PLC Non-Example

- As you watch, evaluate the effectiveness of the PLC.

Stop at 1:25.
Evaluate effectiveness based on the following points:
- Task focus
- Leadership
- Collaborative climate
- Personal accountability
- Structures and processes

What is a Professional Learning Community?

- [Exemplar PLC](#)

- With your table partner, discuss what you saw that was effective. How does this compare with your current PLT meetings?

Stop video after 1:21 (Hopscotch reference)
Allow 1-2 minutes to discuss in groups
Share with whole group
Don't allow "safe" conversation, be willing to take risks in communication, try to break down walls!
Conclude with quote: To create a PLC, focus on learning rather than teaching, work collaboratively and hold yourself accountable for results (DuFour, 2004)

Four critical questions of a PLC

1. What do students need to know and be able to do?

2. How will we know when they have learned it?

3. What will we do when they haven't learned it?

4. What will we do when they already know it?

These are the questions that every PLC should be concerned with.

Questions for Further Consideration

- How do PLCs function?

  - Establish and Follow Norms

    - Focus on school as a whole rather than individual student concerns

  - Communication is key

Universal norms: Be on time, don't use the time to complain about students/other issues,
Focus: What are we going to do with this time, make it relevant to the teachers

Questions for Further Consideration

- How are PLCs formed?

  - Mostly departmentally
  - Occasionally grade-specific

- What is your role right now?

  - Set norms/expectations
  - Timeline/goals

Universal norms: Be on time, don't use the time to complain about students/other issues,
Focus: What are we going to do with this time, make it relevant to the teachers