

## Professional Learning Community

*As part of your ongoing professional development, you are required to either participate in a teacher training session or collaborate with a professional in your school who is not your cooperating teacher. If you participated in a teacher training session, complete the top half of this form. If you collaborated with a professional in your school complete the bottom half of this form.*

- **Participation in a teacher training session, either in a school or online.**

- ☐ If you participated in a teacher training session in a school ask the presenter to sign below.
- ☐ If you participated online submit a copy of the completion certificate

Topic of event \_\_\_\_\_ School name \_\_\_\_\_  
Presenter Name \_\_\_\_\_ Signature of presenter \_\_\_\_\_

Summary

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**OR**

- **Collaboration with professionals in your school (not your cooperating teacher)**

Topic \_\_\_\_\_ Professional's name \_\_\_\_\_  
Professional's position \_\_\_\_\_ Professional's signature \_\_\_\_\_

Summary

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# Professional Learning Communities Documentation Template

**Lingsheng Yao**



## **Professional Learning Communities Documentation Template:**

**Schools as Professional Learning Communities** Sylvia M. Roberts, Eunice Z. Pruitt, 2009 Build a community in your school and improve learning outcomes with this one stop sourcebook that features the latest educational issues new research based strategies and activities and more

**Professional Learning Communities** Jean Haar, Kathleen Foord, 2013-09-27 This book demonstrates how a professional learning community can increase teacher growth and student achievement The authors provide detailed examples along with innovation maps to help school leaders implement the eight key elements of an effective PLC

**Professional Learning Communities** Barbara D. Culp, 2019-08-23 Professional Learning Communities charts a streamlined process for creating a PLC The highest mission of a professional learning community is academic achievement During Dr Culp s forty plus years in education she gained firsthand experience about the best way to build and sustain educational communities Inclusiveness strong relationships and accountability should be woven into the fabric of the group right from the beginning This book lays out a blueprint for thoughtful actions that transform schools and their communities Using ideas and techniques focused on six key areas educators discover what needs to be taught what needs to be retaught and who needs to be taught Their PLCs build solutions that place academic excellence within reach of every learner Real experiences from schools across the nation as well as Dr Culp s decades of experience have been mined to generate actionable steps Each chapter ends with a collection of charts worksheets checklists and tips that can be implemented immediately Professional Learning Communities is the concise go to guide that maps your path to lasting results and true success

**Global Perspectives on Developing Professional Learning Communities** Nicholas Sun-Keung Pang, Ting Wang, 2018-03-13 This book discusses distinctive features of the professional learning community concept practices and processes across six different education systems in the Asia Pacific region namely Mainland China Hong Kong Taiwan South Korea Singapore and the United States It provides a platform for an exchange of different perspectives and offers alternative possibilities of theorizing professional learning communities across different socio cultural contexts Contributors provide valuable insights for policy makers education researchers and educators in the Asia Pacific region and elsewhere to deal with critical questions about the improvement of teaching and learning and school improvement in a globalizing world This book was originally published as a special issue of the Asia Pacific Journal of Education

**Professional Learning Communities for Science Teaching** Susan Mundry, Katherine E. Stiles, 2009 The volume begins with the argument that in a PLC environment teachers receive continuous professional development therefore improving their teaching skills to the benefit of student learning Later chapters recount the origins of schools as professional learning communities define the characteristics of professional learning communities and review research on the subject

*Professional Learning Communities by Design* Lois Brown Easton, 2011-07-14 This practical guide to the successful implementation of Professional Learning Communities is focused on the intentional learning and actions of teachers who

wish to help struggling students succeed and narrow achievement gaps The author includes a range of professional learning designs protocols and tools that can be applied to various PLC contexts Each chapter includes an installment of a realistic and meaningful case narrative that describes what happens as faculty members work toward improving learning for all students Provided by publisher     *The Principal Influence* Pete Hall, Deborah Childs-Bowen, Ann Cunningham-Morris, Phyllis Pajardo, Alisa Simeral, 2016-01-28 Principals navigate the dynamic complexities and subtleties of their schools every day They promote facilitate and lead efforts to achieve both tangible and intangible results throughout the school community They fulfill a role that includes counseling budgeting inspiring teaching learning disciplining evaluating celebrating consoling and a million other critical functions As the principalship has evolved and grown so have the expectations of it With that in mind ASCD developed the Principal Leadership Development Framework PLDF The PLDF establishes a clear and concise definition of leadership and includes clear targets that support the ongoing growth and development of leaders Using the Framework principals will learn to capitalize on their leadership roles Principal as Visionary Principal as Instructional Leader Principal as Engager Principal as Learner and Collaborator The PLDF also offers 17 criteria of effective practice that allow leaders to focus on behaviors that have the greatest direct effect on the culture and status of learning and teaching Coupled with the PLDF are tools for self reflection that help principals identify and strengthen their reflective habits Whether you want to develop your own capacities or support the development of a group of principals assistant principals or aspiring principals The Principal Influence can help channel your efforts in ways that promote successful teaching and student learning     Professional Learning Communities and Teacher Enquiry Alison Fox, 2025-02-28 Evidence based teaching is fast becoming a new orthodoxy There are many strong voices including policy voices advocating its adoption Understanding the underlying principles allows you to better evaluate the benefits of different approaches to evidence based teaching and how they relate to your own school context This book provides a critical overview of different ways of thinking about professional learning as a social process through collaborative and collective activity including the notion of professional learning communities and how these might be used to support teacher enquiry It examines the opportunities and challenges this poses to teachers and school leaders and includes practical advice on how to facilitate engage with and evaluate collaborative teacher enquiry models     The Handbook of Leadership and Professional Learning Communities C. Mullen, 2009-10-13 Contributors offer ideas applications and resources for helping leaders and educators tackle the challenges of building successful professional learning communities This wide ranging text will prove indispensable for any democratically accountable leader committed to organizational change through communities of practice     *Reculturing Schools as Professional Learning Communities* Jane Bumpers Huffman, Kristine Kiefer Hipp, 2003 This important work documents and examines evidence of efforts taking place in rural urban and suburban Pre K 12 schools that are actively engaged in creating professional learning communities PLCs Literature is reviewed that defines and identifies the

distinguishing dimensions of PLCs A five year federally funded research study is explained including the methodology and demographics of the six study schools and a synthesis of the 64 interviews A PLC organizer PLCO is introduced which realigns with Shirley Hord s original 1997 research The organizer provides the framework to explain the five PLC dimensions and related critical attributes The PLCO also merges Fullan s model Phases of Change 1985 which includes initiation implementation and institutionalization The authors provide extensive evidence of the progressive development of a PLC from initiation to implementation using exemplars and non exemplars from interviews that either hinder or facilitate creating and sustaining PLCs A new assessment tool the Professional Learning Community Assessment PLCA is also presented and can be used for diagnosis and evaluation of schools as they work toward school reform efforts Readers are also presented with information that connects professional learning community work to a new approach to school improvement Five case studies are included that can be used in schools and university classrooms for the purpose of engaging educators in reflection open dialogue problem finding and problem solving This first hand documented information provides readers with unique issues as they wrestle with the challenges of transforming schools into organizations that meet diverse students needs Lessons learned from this problem based learning can easily transfer to the readers own experiences and schools The authors conclude by highlighting significant findings reviewing the most recent related research that addresses sustaining such efforts and offering suggestions for school leaders to

*Real World Professional Learning Communities* Daisy Arredondo Rucinski, 2016-12-08 In a professional learning community PLC teachers are organized into teams committed to meeting on a regular basis to study their teaching strategies and the effects of those strategies on the students in their classrooms The teacher teams can be of varied form and composition Whatever the organizational structure the teams have one goal that is to improve teaching so that student learning is improved Policy developers legislators and educational leaders have encouraged the adoption of collaborative professional learning teams as a school reform model for improving schools In this book we describe the results of studies of professional learning communities in real schools and the effects of the teams on student learning Much of the time school innovations are not examined in depth Instead authors and developers simply advocate that they be used In this book school principals and administrators describe how their teachers used the PLC teams to improve student learning in their schools In other words this book presents actual research on the effects of the use of PLCs rather than testimonials

*Guiding Professional Learning Communities* Shirley M. Hord, James L. Roussin, William A. Sommers, 2010 This research based sequel to *Leading Professional Learning Communities* focuses on the practical process of implementing improving and sustaining PLCs Appropriate for groups at all stages of PLC development this field book helps educators improve PLC operations by facilitating individual and group development and growth The authors provide learning opportunities that generate conversations about adult learning and contribute to supportive conditions that strengthen teacher quality and raise student outcomes

**Journals as Frameworks for Professional Learning Communities** Mary

E. Dietz,2007-12-08 This guide illustrates a four step structured journaling process of purpose focus process and outcome and provides case studies sample journals and a CD ROM with implementation tools      **Creating a Coaching Culture for Professional Learning Communities** Jane A.J. Kise,Beth Russell,2010-11-01 Build a collaborative coaching culture that ensures all adults learn through activities that keep the team focused on student learning This practical resource provides activities designed to meet a wide variety of needs so you can choose the ones that fit your leadership style the learning styles of team members and the particular needs of the school      **Understanding Teacher Learning in Professional Learning Communities in China** Licui Chen,2023-07-07 Based on six month fieldwork in a junior secondary school in Shanghai this book qualitatively investigates the implementation of Teaching Research Groups TRGs a form of school based Professional Learning Communities PLCs in China and teachers different professional learning experiences within the structure of TRGs The author situates teacher professional learning in TRGs within broader historical social and cultural contexts and further suggests that the practice of TRGs reflects the Chinese approach of balancing the seemingly complex dualities e g commitment and control collaboration and authority and individual and collective approaches in educational settings This book supplements the present knowledge base on PLCs in the context of China and thus enriches the global discussion on constructing effective PLCs for teacher professional learning Scholars and students studying teacher professional learning and development PLCs school improvement and Chinese schooling would find this book helpful

**Increasing the Competitive Edge in Math and Science** Janet S. Kettlewell,Ronald J. Henry,2009-02-16 The U S is losing its competitive edge in science technology engineering and mathematics STEM Thomas Friedman warns that America is not producing enough young people in STEM fields that are essential for entrepreneurship and innovation in the 21st century The World Is Flat A Brief History of the Twenty First Century 2005 Blue ribbon commissions and influential business and national leaders have issued reports on the seriousness of the situation but little collective effort has been made to advance solutions to the STEM crisis Increasing the Competitive Edge in Math and Science lays out actions that can be taken by K 12 teachers and administrators by higher education faculty and administrators and by policy makers working collaboratively in school through college K 16 partnerships to prepare American youth for meaningful participation in the twenty first century science and technologically based economy If the steps described in this book are followed in states all across the Country the resulting actions can help America to regain its competitive edge in science and mathematics

**Professional Learning Communities at Work TM and Virtual Collaboration** Richard DuFour,Casey Reason,2015-07-24 Now is the time to transform education By combining the capacities of the PLC at WorkTM process and powerful technology tools teams of educators can meaningfully modify teaching and learning Realize the potential of virtual collaboration to support the PLC process and discover research based strategies collaborative teams can implement to meet contemporary challenges and reach sustained levels of deeper learning      *The First-Year Teacher's Survival Guide* Michelle

Cummings, Julia G. Thompson, 2024-04-02 The quick comprehensive and accessible guide that new educators need to make it through the first year and thrive in the profession The First Year Teacher's Survival Guide provides valuable strategies activities and tools you need to succeed in the classroom Now in its fifth edition this book meets the needs of today's K 12 teachers updated with the latest tools techniques and topics that aren't addressed in teacher education programs Inside you will find practical information on classroom management professional growth trauma informed practices student engagement social emotional learning and more You'll also get an essential introduction to teaching and learning in an AI enabled world as well as maximizing the use of digital tools devices and apps With downloadable forms templates and additional resources available online this book truly supports you as you enter the challenging and rewarding profession of education Get ideas for communicating with concerned parents and caregivers Learn tips for maintaining a comfortable work life balance and prioritizing self care Help your students succeed with tech integration and personalized instruction Maintain a calm safe classroom with classroom management techniques apps and restorative practices Discover proven strategies for creating a positive classroom environment and supportive relationships with students This must have guide is filled with the information and tips new K 12 teachers need to face classroom challenges with confidence and thrive in the profession **Leading**

**Change Through the Lens of Cultural Proficiency** Jaime E. Welborn, Tamika Casey, Keith T. Myatt, Randall B.

Lindsey, 2021-12-21 The pathway to uncovering and dismantling inequities Educational leaders who work in the district site or classroom level know that opportunity gaps have long been a focus of education policy in the United States Leadership can be a critical lever for advancing policies that oppose racism and confront systemic inequities In meeting this challenge educators have found that acknowledging beliefs and behaviors is critical Still deficit based thinking especially due to privilege remains a barrier to equity Among the most damaging blind spots is the continuation of practices that are grounded in the values of entitled groups Leading Change Through the Lens of Cultural Proficiency tells the story of a school community in the midwest United States that contended with its approach to teaching and valuing students of diverse backgrounds Featuring the research based Cultural Proficiency Framework and Tools the book provides a clear road map to advancing equity across schools and districts Designed to support leaders and school communities in developing policies and practices that respond to the needs of all students this book Guides school leaders in a journey of learning the theory and strategies that improved student achievement and improved the working conditions in this district Features a real life case study of a school community using the Tools of Cultural Proficiency and the Framework Provides vignettes and data based on work conducted across an actual school district that resulted in improvements in school climate achievement mindset and equitable educational practices Includes powerful reflection dialogic and action activities for use in a variety of community learning modalities Is grounded in assets based assumptions with respect to students families and the school community With a focus on engagement leadership implementation frameworks and collaborative learning the authors demonstrate how

to uncover and remedy inequities Designed for education leaders at all levels of the education system this is the ideal foundational text for implementing Cultural Proficiency in your setting as you open doors for all students to thrive

**Mapping Professional Practice** Heather Bell-Williams, Justin Baeder, 2022-06-07 Put into action instructional frameworks help teachers locate their current level of fluency focus on the key dimensions of professional judgment and take their practice to the next level Discover how to accelerate teacher growth by taking the insider s view of practice articulating key dimensions of professional judgment to create clear growth pathways for teachers at every level of fluency Teacher leaders administrators and instructional coaches will gain a replicable process for Identifying the most promising areas of focus Drafting and piloting an initial framework Getting input and feedback from teachers Articulating a vision for exemplary practice Building momentum and overcoming resistance to change Contents Introduction Part 1 What Are Instructional Frameworks Chapter 1 Defining and Developing Instructional Frameworks Chapter 2 Making Shared Expectations More Specific Chapter 3 Instructional Frameworks in Action Case Studies Part 2 How to Develop Instructional Frameworks Chapter 4 Choose a Focus Chapter 5 Bounding Your Improvement Focus Chapter 6 Identifying Key Components Chapter 7 Articulating Levels of Fluency Chapter 8 Getting Started and Getting Input Part 3 Instructional Frameworks in Action Chapter 9 Using Instructional Frameworks for Teacher Growth Chapter 10 Broader Applications for Instructional Frameworks Chapter 11 Supporting Organization Level Initiatives With Instructional Frameworks Conclusion Coming Full Circle Appendix A Q References and Resources Index



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