

## New Professional Learning Communities Resources K-12

“Learning will not markedly improve unless we give teachers the opportunity and the support they need to advance their craft by increasing the effectiveness of the methods they use.” Stigler & Hiebert, *The Teaching Gap*, 1999.

A professional or purposeful community (PLC) is one way to support teachers and administrators as they collaborate on what effective instruction actually means. A PLC is a small collaborative group of teachers and instructional leaders who work together in a very disciplined way to focus on a shared vision, goals, and means.

Key questions in developing a professional learning community are:

- What characteristics and practices have been most successful in helping all students achieve at high levels?
- How could we adopt those characteristics and practices in our school?
- What commitments would we have to make to one another to create such a school?
- What indicators could we monitor to assess progress? This involves both formative and summative assessment. Formative assessment is used to determine if students are learning what they need to learn, and which students need additional time and support to learn. Summative assessment is used to determine which students learned what was intended and which students did not.

As a school moves forward, every professional on the team must engage with colleagues in the ongoing exploration of four crucial questions that drive the work of those within the PLC:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- How will we deepen the learning for students who have already mastered essential knowledge and skills?

The answer to the third question separates learning communities from traditional schools. Teachers who are members of a PLC will respond in a systemic, timely, and directive manner, designing strategies to ensure that struggling students receive additional time and support no matter who their teacher is.

Heartland has added several newer resources for schools and districts interested in learning more about PLCs.

Best Practices for Teacher Leadership: What Award-Winning Teachers Do for Their Professional Learning Communities (371.102 Sto)

Breaking Ranks II: Strategies for Leading High School Reform (373.1 Bre)

Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform (373.1 Bre)

Connecting Leadership with Learning: A Framework for Reflection, Planning, and Action (371.2 Cop)

Create a Culture of Adult Learning (#255122) 30 min.

This series illustrates each of the six NAEP standards in Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do. Each program follows school principals through their daily responsibilities, gaining their perspective on the role of today's elementary and middle school leaders. This program explores Standard 4. It examines the importance of providing quality, team-based professional development. 1/2" VHS, guide, and transparencies.

Designs for Learning: A New Architecture for Professional Development in Schools (370.71 Bre)

Developing Learning Communities Through Teacher Expertise (370.715 Mar)

Leading Effective Secondary School Reform: Your Guide to Strategies That Work (373.12 Lou)

Learning By Doing: A Handbook for Professional Learning Communities at Work (371.2 Duf)

On Common Ground: The Power of Professional Learning Communities (371.2 Onc)

The Principal Difference: Key Issues in School Leadership and How to Deal with Them Successfully (371.2 Chu)

Professional Learning Communities at Work Plan Book (371.2 Duf)

Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning (371.2 Sch)

Schools as Professional Learning Communities: Collaborative Activities and Strategies for Professional Development (371.14 Rob)

Teacher Teams That Get Results: 61 Strategies for Sustaining and Renewing Professional Learning Communities (371.148 Gre)

Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn (371.2 Wha)

Whole-Faculty Study Groups Creating Professional Learning Communities That Target Student Learning, 3rd Ed. (370.71 Mur)