Increasing Student Achievement (and Teacher Learning!) through PLCs/ Critical Friends Groups
Highly Effective PD

- Of significant duration
- Content-focused
- Coherent / aligned with practices
- Active, engaged learning
- Collective participation

(Desimone, 2009)
Professional Learning Communities (PLCs)

- Groups of educators who learn with and from each other
- Critical dialogue/discussion is essential
- Protocols often enable focused, deliberate attention to learning
- Often includes looking at student work collaboratively
Impact of PLCs

What does the research say?

- Impacts student learning AND teacher practice IF…
  - collaboration is structured and focused
  - there is a focus on student learning and instruction

(Vescio, Ross, & Adams, 2008)
How do we add “structure and focus” in PLCs?

...PROTOCOLS!

- Good intentions ≠ Good outcomes
- Time crunch!
- Collaboration skills are not inherited
Groups of 3
Number off (1, 2, 3)
Question is posed. Everyone think for 30 seconds.
Each person will have 2 minutes to respond to the question.
There is no discussion. There is only listening.
What do you believe about the relationship between teacher collaboration and student learning? What evidence do you have for this belief?
Question 2

- Think about someone you enjoy collaborating with professionally. Why? What qualities does that person have?
Question 3

- What conditions need to be in place for **YOU** to do your **BEST** learning?
Microlab DEBRIEF

- Why is this protocol set up in this manner?
- What does this quick response allow that normal conversation does not?
- When would this protocol work well?
- What uses might YOU have for this kind of protocol?
Creating conditions for high quality learning to occur

LIFE BEGINS AT THE END OF YOUR COMFORT ZONE.
-NEALE DONALD WALSCH-
What are norms?
Why do we set them?
Why is it not enough to simply set them?
Using Protocols in all PD

- PLCs / Critical Friends Groups
- Book Studies
- Lesson Study
- Inquiry / Action Research
- Data analysis (looking at student work)
What’s the purpose?

- Jigsaw – each read a chapter and present
- Deep understanding………text-based seminar
- Surfacing controversy ……4 A’s
- Pre-reading / follow up ……Block party
- Finding nuggets of meaning….text rendering
- Implications / connections….3 levels of text
Lesson Study

- Tuning protocol (for lesson design feedback)
- SLICE protocol (to look at a slice of a day in a school)
- Observation protocols
- Lesson Study protocols
- Debriefing protocols
Inquiry / Action Research

- Passions Protocol (to find a wondering/question)
- Brainstorming protocols (to design a study)
- Data Analysis protocols (to look at student work together)
- Tuning protocol (feedback on findings or written briefs or presentations)
Using protocols in the classroom

- Will these work with students, too? YES!
- CRISS Strategies?
  - Think/pair/share
  - Turn and talk
- KWL charts
- Cooperative group roles
Human Continuum

- Why did we start that way?
- How can we also end that way?