Professional Learning Communities

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Licensure Renewal Credit: 1 credit

This course is offered by MISIC and is approved for licensure renewal credit only upon successful completion of all the components. The course is not approved as credit toward an endorsement or new teaching authority. Transcripts and credit will be issued by MISIC.

This course is presented in a self-paced format. Participants, whether individually or as learning team, are expected to make reasonable progress through the components. To accommodate the participant's work schedule and professional setting, no due dates are attached to the individual components except for the final due date.

Dates: Online July 1, 2023-July 1, 2024

Course Description (Overview of Course)

Learn how Professional Learning Communities is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.   Learn more about the "what, why, where, and how" regarding the PLC process.

School Improvement Rationale (School data that indicates a need for this course)
All the standards shall be met by schools and school districts for accreditation. This is much easier when this is done through the professional learning community process. Many MISIC districts need continued training in the PLC model, process, etc.

Expected Outcomes: The learner will be able to…

- ☐ Understand what a professional learning community (PLC) means and how your teams align with the vision, mission, values, and collective commitments
- ☐ Learn more about laying the foundation for the PLC process
- ☐ Understand the four critical questions with the PLC process
- ☐ Develop norms and agenda for the PLC process

Micro-Credential Component*	Micro-Credential Description	Hours
Overview of Professional Learning Communities	What is a PLC? What is not a PLC? What does this mean for you/your team? The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning.	4 Hours

Success Criteria for this micro-credential:
- ☐ Read and reflect on what a Professional Learning Community is and determine how it aligns to your current situation along the PLC journey process
- ☐ Analyze what it will take to move your team to be a more productive team aligned with the components of a PLC and determine next steps

Micro-Credential Component*	Micro-Credential Description	Hours
Laying the PLC Foundation	The quality of these building blocks (mission, vision, values, and goals) will be directly related to quality of leadership, collaboration, and staff development. You will learn the value of setting this foundation as well taking an assessment to determine current reality and next steps of the components of an effective professional learning community.	4 Hours

Success Criteria for this micro-credential:
- Assess your team on the continuum around the Shared Mission, the Shared Vision, the Collective Commitments (Shared Values), and the Common School Goals and determine areas of focus/continued focus
- Reflect on the components of an effective PLC and determine areas where team wants to focus to strengthen the PLC

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Micro-Credential Component*	Micro-Credential Description	Hours
Working with the PLC Critical Questions	What are the four PLC system questions and what are the four PLC critical questions **and** why are they important? What evidence will be accepted that your team is answering these questions? Learning is the primary purpose of a school that functions as a professional learning community. If all staff members of a school believe all students can learn, they should be involved in addressing the following questions: 1. What is it we expect our students to learn? 2. How will we know when they have learned it? 3. How will we respond when they do not learn? 4. How will we respond when they already know it?	4 Hours

Success Criteria for this micro-credential:
- Understand the four PLC system questions and the four PLC critical questions and apply these to your own setting
- Identify how your team/school is using the four critical PLC critical questions with your team/school in impacting student achievement
- Reflect on how your team/school aligns with other schools with the PLC framework and the four PLC critical questions

Micro-Credential Component*	Micro-Credential Description	Hours
Establishing Norms and Agendas for Professional Learning Communities	What are norms/ground rules? How can your PLC establish norms? In PLCs, norms represent protocols and commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals. Why are agendas a necessary component of the PLC process? Learn about various forms of structure for agenda and review examples of agendas that can make your PLC team meetings productive.	3 hours

Success Criteria for this micro-credential:
- Read about the what and why of establishing norms, ground rules, etc.
- Develop a set of norms by yourself or by your team by following a set of protocols
- Review possible agenda templates and revise/develop to have an agenda template for your team

Iowa Teaching Standards

Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:
- ✓ Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- ✓ Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position
- ▢ Standard 3: Demonstrates competence in planning and preparing for instruction.
- ▢ Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- ▢ Standard 5: Uses a variety of methods to monitor student learning.
- ✓ Standard 6: Demonstrates competence in classroom management.
- ✓ Standard 7: Engages in professional growth
- ▢ Standard 8: Fulfills professional responsibilities established by the school district.

Iowa Leadership Standards

Check which number(s) of the Iowa Leadership Standards that connect to the work defined in this course:

- ✓ Standard 1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)
- ✓ Standard 2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)
- ☐ Standard 3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)
- ☐ Standard 4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)
- ☐ Standard 5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)
- ☐ Standard 6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)