Notes to the Facilitator

The purpose of this workshop is to help educators explore the concept of collaborative t[eams] in professional learning communities (PLCs). It is based on the work of Richard DuFour, Reb[ecca] DuFour, Robert Eaker, and Thomas Many. In this workshop, participants learn from their counter[parts] in other schools accross North America. The workshop features a video program, approxim[ately] thirty minutes in length, which shows leaders from real PLC schools engaged in the strat[egies] highlighted in the workshop.

This workshop is divided into ten components:

1. **PLC Schools**: This segment introduces the three key ideas of professional learning com[m]unities—a focus on learning, a culture of collaboration, and a focus on results.

2. **Building a Culture of Collaboration**: This segment highlights the culture of collabor[a]tion and explores the meaning of the term *collaborative team* in a PLC school.

3. **Embed Collaboration**: Improved student achievement results from collective action. How do schools move from a culture of isolation to one of collaboration? This compon[ent] focuses on the first step involved in creating a culture of collaboration—embedding c[ol]laboration into the routine practices of a school.

4. **Create Time to Collaborate**: A second step in creating a culture of collaboration is f[or] teams to be assigned protected time to collaborate.

5. **Focus on Learning Questions**: A third step in creating a culture of collaboration is f[or] teams to focus on four questions—What do we want our students to learn? How will w[e] know if each student has learned? How will we respond when some students do not le[arn]? How can we extend and enrich the learning for students who have demonstrated proficie[ncy]?

6. **Generate Products**: A fourth step in creating a culture of collaboration is for teams t[o] generate products related to adult and student learning.

7. **Establish Norms**: A fifth step involved in creating a culture of collaboration is for tea[ms] to explicitly generate norms—one of the most important steps that can move a group to [a] team.

8. **Use SMART Goals**: A sixth step in developing a culture of collaboration is for the tea[m to] create SMART goals—a group without a goal is not a team.

9. **Provide Relevant Information**: Finally, in developing a culture of collaboration, lead[ers] must provide teams with information about best practice.

10. **Conclusions**: In the last segment of the video, participants will hear insights about c[ol]laborative team work from PLC practitioners.

provided in this package.

To conduct a successful learning event, please consider the following issues:

- **Preparation**: Please view the entire video program, read all materials, and complete a activities yourself *before* leading the workshop.

- **Location**: The workshop should take place in an area that is large enough for individu small team, and whole group work.

- **Equipment**: You will need a DVD player and may need multiple monitors. Ideally, you have one video monitor for every ten to twelve participants. You will also need an over head projector or computer projector to show handouts.

- **Handouts**: Reproducible masters for all participant handouts are included with this guide (starting on page 17, and on the CD). The handouts should be duplicated before t workshop begins and distributed to participants according to the workshop instruction Masters for overhead transparencies are also included with this guide (starting on pag and on the CD). They should be duplicated before the workshop begins, or you may pro the page from your computer onto a screen.

- **Additional equipment**: You will also need flip charts, chalkboards, or whiteboards w appropriate writing materials to conduct the workshop.

- **Refreshments**: The agenda for the three-and-a-half-hour workshop should include on or more breaks at which beverages are offered. Snacks are optional, but water should b available throughout the workshop.

Video Program

This workshop incorporates a video program that is approximately thirty minutes in le The video features documentary footage from a diverse group of eight elementary, middle, and schools, observations from principals and teachers in those schools, as well as commentary some of the leading authorities on professional learning communities. The PLC process is en ded in the culture of these schools. The footage captures the sights and sounds of effective te teams and leaders in action. *There are no scripted scenes in this program!* Participants learn the real-life experience of successful PLC practitioners.

The PLC Resource Continuum

This resource is designed to introduce educators to PLC concepts and build shared knowl regarding the key terms and practices of collaborative teams in PLC schools. The video is desi to provide a precise explanation of PLC collaborative team practices and to give educators gestions for moving forward on the PLC continuum. Furthermore, while other resources typi stress the research base that supports PLCs, this video makes the case for professional lear communities through the stories of the people who have actually created them.

Workshop Overview at a Glance

Time (min)	Video Segment	Handouts and Transparencies
20–25	PLC Schools	Venn Diagram
10–15	Building a Culture of Collaboration	Seven Steps to Building High-Performing Te...
30–40	Embed Collaboration	Collaborative Team Definition Team Structures
20–30	Create Time to Collaborate	Making Time for Collaboration Parameters for Creating Time for Collaborat...
30–50	Focus on Learning Questions	Four Critical Questions of a PLC
15–20	Generate Products	
25–45	Establish Norms	Collective Commitments
30–50	Use SMART Goals	Third-Grade SMART Goal Eighth-Grade SMART Goal American Government SMART Goal SMART Goal Worksheet
20	Provide Relevant Information	Ongoing Learning
10–20	Conclusions	Critical Issues for Team Consideration

Workshop Teaching Suggestions

Statement of Pu

The purpose of this workshop is to help educators explore the con...
of collaborative teams in professional learning communities. Spe...
attention is given to a seven-step procedure for helping teachers m...
from a culture of isolation to a culture of collaboration.

Learning Objectives

After viewing the video and participating in the activities for the workshop, participant...
be able to:

- Distinguish between the characteristics of a PLC and traditional school.
- Describe seven steps for moving teachers to a culture of collaboration.
- Define *collaborative team*.
- Analyze teams to determine whether they are operating collaboratively.
- Identify team structures for assuring meaningful collaboration.
- List strategies for providing teams with time to collaborate.
- Describe the four fundamental learning questions.
- Analyze teams in terms of learning questions used.
- Identify team products that flow directly from critical questions about learning.
- State the role played by norms in the functioning of teams.
- Deduce the norms used in teams.
- Explain the role played by SMART goals in team work.
- Articulate the importance of ongoing learning in the growth of a school.

Program Overview

This video program focuses on the core of PLC schools—a culture of collaboration. It exp...
seven steps identified by the 3Rs (Richard DuFour, Rebecca DuFour, and Robert Eaker) that s...
leaders must implement to help teachers move from a culture of isolation to a culture of colla...
tion. Educators, including the 3Rs, discuss the purpose of collaboration in a professional lear...
community and how it is used to ensure student learning. They systematically explain strat...
for structuring, scheduling, monitoring, and growing collaborative teams. Footage of real tea...

- Video program: *Collaborative Teams in Professional Learning Communities at Work: Learning by Doing*
- Transparencies
  - ► Venn Diagram
  - ► Collaborative Team Definition
  - ► Team Structures
  - ► Making Time for Collaboration
  - ► Parameters for Creating Time for Collaboration
  - ► Collective Commitments
- Handouts
  - ► Seven Steps to Building High-Performing Teams
  - ► Four Critical Questions of a PLC
  - ► Third-Grade SMART Goal
  - ► Eighth-Grade SMART Goal
  - ► American Government SMART Goal
  - ► SMART Goal Worksheet
  - ► Ongoing Learning
  - ► Critical Issues for Team Consideration
- Flip charts, chalkboards, or whiteboards with appropriate writing materials

Activities

You can show the video program without stopping (it is about thirty minutes in length) and then conduct the activities for each section of the guide. It is recommended, however, that you follow the activities as outlined in the workshop teaching suggestions and stop the video when prompted in the facilitator's guide. The workshop suggestions in this guide are designed to support this second approach. After showing each segment of the video program, allow participants time to comment, express opinions, ask questions about the material, and complete the activities suggested in the guide. If requested, you can replay portions of the program as participants consider the questions and activities.

Welcome and Opening

1. Welcome participants to the workshop, and introduce yourself and anyone else serving as a workshop host, co-leader, or an organizer.