

Professional Learning Communities: Culture Not Climate

A Shared Inquiry Into Deeper Practice

The power of professional learning communities (PLCs) as engines for school improvement is acknowledged across the literature on school reform. PLCs have been almost universally embraced by K–12 schools.



This one-day workshop is designed to help teams, schools, and systems that have taken initial steps in building PLCs to take new risks and bring more rigor and power to their efforts. It is designed to provoke self-assessment and to motivate participants to take their work to the next level. There is a particular focus upon the deprivitization of practice; the difficult but essential process of opening our classrooms and sharing our individual results.

Fostering a Culture of Learning

Professional Learning Communities: Culture Not Climate leads participants through a review of the literature on effective learning communities, and through an examination of the quality of learning communities in their own job contexts. The workshop is grounded in real world, video and artifact based case studies of schools and districts that have made significant progress in the utilization of PLCs as the foundation of improvement initiatives.

Intended Audience

This workshop is designed for K–12 participants including teachers, teacher leaders, and site and district leadership. Teams are encouraged to attend. The workshop can be customized to suit local needs.

Participants will:

- Engage in dialogue regarding the theory and research that are the foundation of the PLC movement.
- Understand six core characteristics of effective PLCs.
- Analyze a variety of video and document-based case studies of district and school PLCs at work.
- Reflect on the status of PLCs in their own practice relative to six core characteristics and case studies.
- Plan action steps to strengthen support of PLCs in their own professional practices.
- Acquire a collection of tools, strategies, and documents to support PLCs in their own professional practices.

“The training inspired me to think of ways to bring my colleagues out of their classrooms to share best practices, and problems.”

“It was very well paced and the materials and videos were excellent. One of the best presentations I’ve attended in a long time.”

“Clear, concise, engaging, meaningful. Thank you!”

“The concepts and video were enlightening.”

“Consider strongly encouraging districts to attend as teams: superintendents, principals, union, teachers, community member.”

PROFESSIONAL LEARNING COMMUNITIES

Included in this workshop:

- Medicine as a model for professional practice
- PLC vignette analysis
- PLC Characteristics
- Key research findings
- Barriers to PLCs and the Five Dysfunctions of a Team
- PLC Toolkit
- Self-assessment of practice
- Developing an action plan

The Professional Learning Communities workshop is available through a direct services contract and as an open enrollment in California through www.acsa.com.

To arrange a workshop, please contact New Teacher Center at 831.459.4323 or training@newteachercenter.org.

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- Improving Student Achievement through Supervision for Best Practices
- Principal Practicums to Improve Student Achievement
- Coaching Leaders to Attain Student Success (CLASS)
- Supervising and Supporting Principals Who Make a Difference for Students: A Workshop for Supervisors of Principals
- Professional Learning Communities: Culture Not Program
A Shared Inquiry into Deeper Practice
- Supporting Principals as Instructional Leaders: A Workshop for Central Office Teams

FOR MORE INFORMATION

NTC's School Leadership Professional Development trainings are available through a direct services contract. To arrange an SLD professional development training, or for more information, please contact the New Teacher Center at 831.459.4323 or sld@newteachercenter.org.

Select trainings are also available as open enrollment workshops through ACSA and can be found at www.acsa.org.

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