

# *Demystifying Professional Learning Communities*



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# *Demystifying Professional Learning Communities*

## *Module II: PLC Definition And Dimensions*



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# Module II

## provides information on...

- ▶ **PLC Definition**
- ▶ **PLC Dimensions and Critical Attributes**

# PLC – It’s everywhere, but what is it?

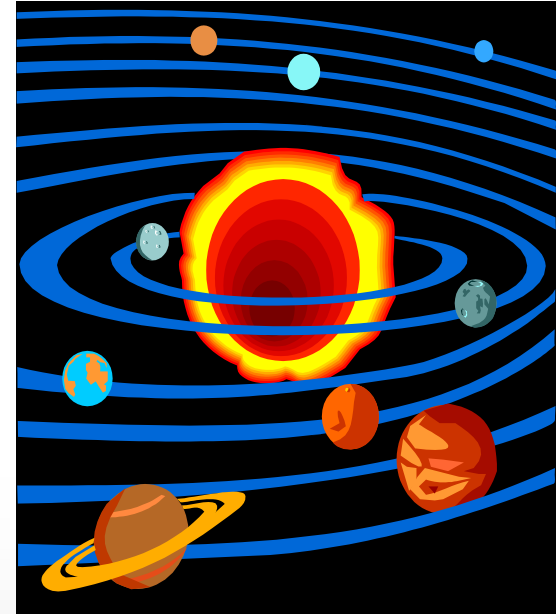
*“Professional educators working collectively and purposefully to create and sustain a culture of learning for all students and adults.”*

Hipp & Huffman, 2010,  
*Demystifying Professional Learning Communities:  
School Leadership at Its Best*, p. 12.

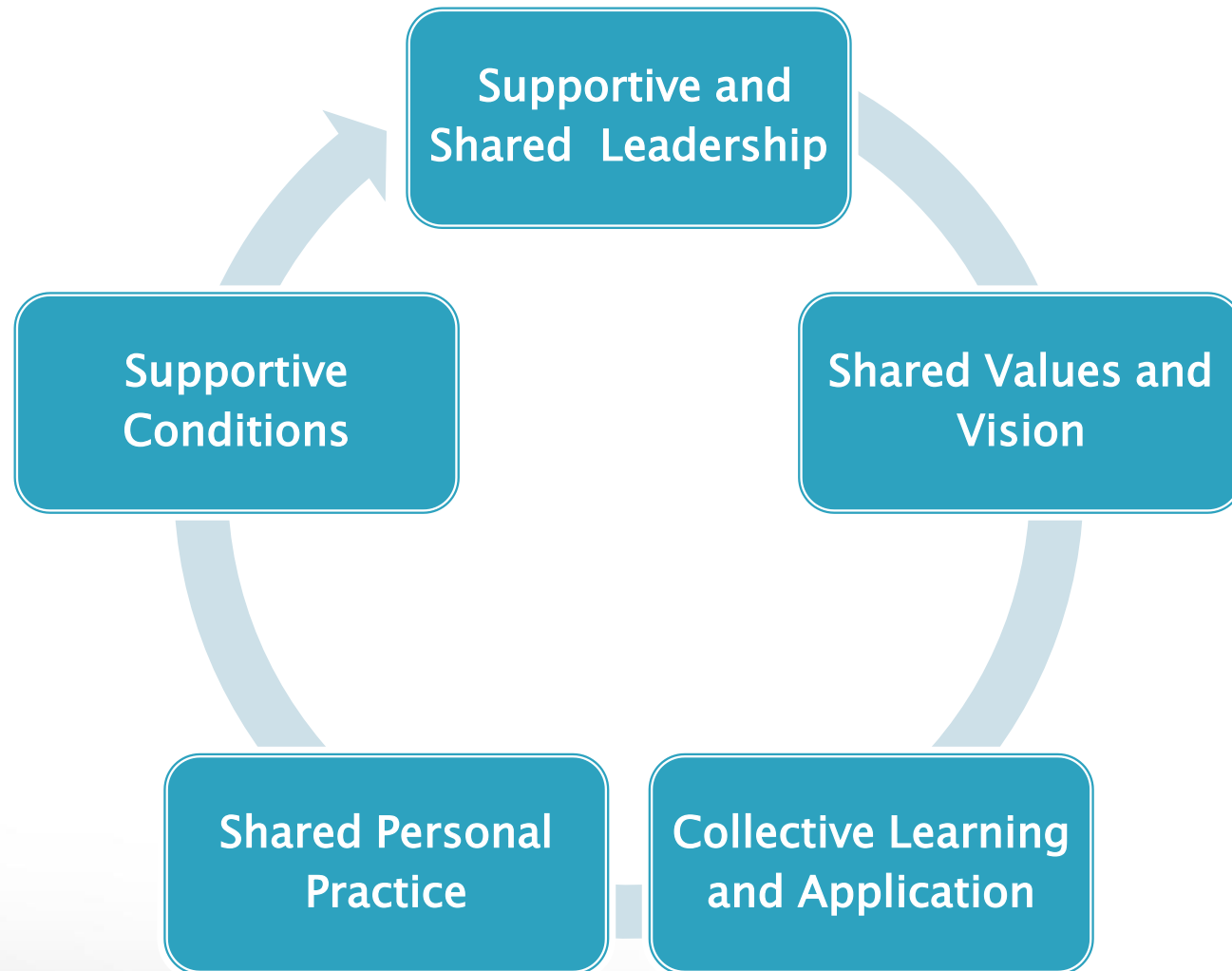


# PLC Process Dimensions

- ▶ Shared and Supportive Leadership
- ▶ Shared Vision and Values
- ▶ Collective Learning and Application
- ▶ Shared Personal Practice
- ▶ Supportive Conditions
  - Structures
  - Relationships



# PLC Conceptual Framework



# Shared and Supportive Leadership



# Shared and Supportive Leadership

- ▶ Administrators share power, authority, and decision-making, while building capacity and promoting and nurturing leadership among staff
- ▶ Broad-based decision making is evident that reflects commitment and accountability



# Shared Leadership

“**School Leadership** needs to be a broad concept that is separated from person, role, and a discrete set of individual behaviors... Such a broadening of the concept of leadership suggests shared responsibility for a shared purpose of community.”

Lambert, 1998

## **Parallel Leadership**

assumes equivalence of teacher and administrator leadership in school improvement processes to enhance school capacity.

Based on the values of:

- Mutual trust
- Shared directionality
- Individual expression

Andrews & Crowther, 2002

# *Reflection*

What can school and district leaders do system-wide to develop *shared and supportive leadership* within schools *to enhance student learning?*

**“When leadership is shared, administrators are not viewed as abdicating responsibility, but as purposefully building capacity, serving as facilitators of learning, and helping to collectively meet the needs of students.”**

Hipp, 2004

# Shared Values and Vision



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# Shared Vision and Values

- ▶ Sharing and living a common vision with an undeviating teaching and learning
- ▶ Engaging in norms of behavior and values that guide decisions about teaching and learning
- ▶ Holding high expectations for learning

- **A Shared Vision** promotes a collective image of excellence and describes *what* the community might become.
- **Shared Values** reflect attitudes and behaviors that clarify *how* the community intends to make its shared vision a reality.

# SAMPLE VALUES

Achievement

Relationships

Growth

Continuous Learning

High Expectations

Change

Independence

Interdependence

Responsibility

Accountability

Collaboration

Knowledge

Creativity

Diversity

Ethical Practice

Excellence

Innovation

Expertise

Empowerment

Teamwork

Mutual Respect

Trust

Equity

Staff Competence

Risk-taking

Broad-based Community

Stability

Integrity

Inclusivity

An organization has *core values* if there is evidence of them everywhere:

They permeate the institution

They drive the decisions

They elicit strong reactions when violated

They're the very last thing you'll give up.

Saphier & D'Auria



# *Reflection*

What can school and district leaders do system-wide to develop *shared vision and values* within schools *to enhance student learning?*

# Collective Learning



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# Collective Learning and Application

- ▶ Working collaboratively to engage the entire school community in learning opportunities
- ▶ Engaging in effective dialogue that promotes inquiry and innovation, problem solving, and planning for student needs
- ▶ Seeking new knowledge, skills and strategies

Student learning  
is a function  
of *our* learning!

# Shared Personal Practice



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# Shared Personal Practice

- ▶ Sharing practices to improve self and contribute to learning at all levels
- ▶ Sharing outcomes – making our practices transparent
- ▶ Providing feedback to improve our practices
- ▶ Coaching and mentoring

# *Reflection*

What can school and district leaders do system-wide to develop *collective learning and shared personal practice* within schools *to enhance student learning?*

# Supportive Conditions



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# Supportive Conditions

- ▶ The **glue** that holds all other dimensions together – the springboard for creating and sustaining PLCs
- ▶ **Structures**  
systems, resources, materials
- ▶ **Relationships**  
trust, respect, recognition, celebration, risk-taking

# Structures



# Structures

- ▶ Time in the workday must be restructured to provide staff, faculty and administrators an opportunity to make meaning of new changes demanded of them.
- ▶ *Structural change that is not supported by cultural change will become overwhelmed by the culture; it is in the culture that any organization finds meaning.*

Schleety, 1997

# Relationships



*“Trust matters because the quality of interpersonal relationships between adults in the school setting influences not only the climate and morale, but affects student achievement as well.”*

Tschannen-Moran, Trust Matters



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**. . . To change the culture of the school, the instructional leader must enable its residents to name, acknowledge, and address the nondiscussables – especially those that impede learning.”**

Roland Barth, 2002

# *Reflection*

What can school and district leaders do system-wide to develop *supportive conditions involving structures and relationships* within schools *to enhance student learning?*

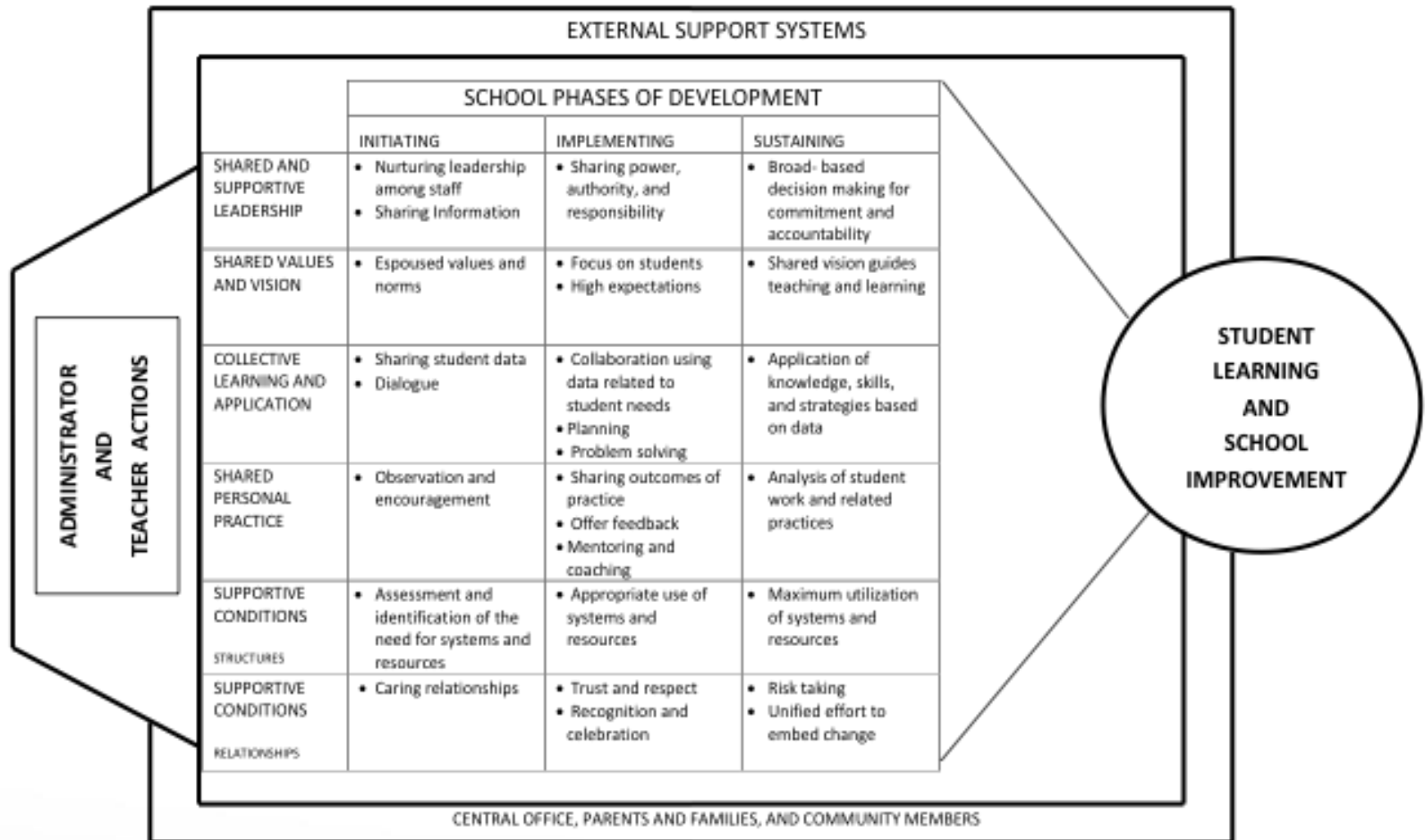
# PLCO

*Professional Learning  
Community Organizer*



# Professional Learning Community Organizer

ESTABLISHING PROFESSIONAL LEARNING COMMUNITIES



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Source: Hipp, K.K., and Huffman, J.B. (2010). *Demystifying professional learning communities: School leadership at its best*. Lanham, MD: Rowman and Littlefield.

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