

# Designing Professional Learning Communities

*North Dakota Curriculum Initiative  
Kelly Inn*

*Bismarck, North Dakota*

*April 26-27, 2007*

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**Thursday – April 26, 2007 – Morning**

**Professional (Purposeful) Learning Communities: What Are They?**

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**Essential Question:**

- What does research say about the effect of professional learning communities in districts?

**Focusing Question:**

- What is a professional (purposeful) learning community?

**Outcomes:** Participants will

- Become familiar with the four critical questions that guide purposeful learning communities.
  - Engage in self-reflection and discussion about their current practice related to this school/district improvement framework.
  - Be prepared to initiate conversations in their districts about forming Professional (Purposeful) Learning Communities.
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**8:00 – 8:30**

**Welcome and Agenda Overview**

**8:30 – 10:00**

**Presentation:** Overview of Professional (Purposeful) Learning Communities, **Matt Miller, Denton, Missouri (Solution Tree)**

- *Nuts and Bolts for beginning a professional learning community*
- *The role of relationship building*
- *Planning with clear mission, vision, values and goals*

**10:00 – 10:15**

**Break**

**10:15 – 11:00**

**Presentation:** Overview continued

- *The Denton, Missouri PLC Story – What have we learned?*
- *Q & A from audience*

**11:45 – 12:30**

**Lunch**



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**Thursday – April 26, 2007 – Afternoon**

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***Essential Question:***

- What are the fundamental goals of professional (purposeful) learning communities?

***Focusing Questions:***

- What are we doing now to answer the questions, "What should students know and be able to do?", "How will we know that they are learning?" and "What do we do when students have not learned?"
  - What would our district need to "Get Started"?
  - How do PLC's support the development of common assessments?
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<b>12:30 - 2:00</b>	<b>Presentation:</b> Framing the work around the 4 critical questions of a Professional Learning Community
<b>2:00 - 2:15</b>	<b>Break</b>
<b>2:15 – 3:15</b>	<b>Presentation:</b> Pyramid of Interventions for struggling students – "What do we do when students have not learned?"
<b>3:15 - 3:45</b>	<b>Discussion:</b> Where are we now and what would our district need to "Get Started?"
<b>3:45 - 4:00</b>	<b>Reflections for the Day</b>



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**Friday – April 27, 2007 – Morning**

**Professional (Purposeful) Learning Communities: How Do They Work?**

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**Essential Question:**

- Is there a best way to establish professional (purposeful) learning communities?

**Focus Questions:**

- How do effective professional learning communities work?
- How can districts establish a sustainable culture that provides intentional time for explicit teaching focused on student learning?

**Outcomes:** Participants will

- Be introduced to the aspects of Professional Learning Community work that is being implemented in North Dakota.
  - Learn about district models of professional learning communities at the elementary, middle and high school.
  - Discuss the issue of time and possible solutions.
  - Engage in self-reflection and discussion about how districts can lead a change initiative to establish professional learning communities.
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<b>8:00 – 8:30</b>	Important Moments from Day 1 – Linda Paluck
<b>8:30 – 9:15</b>	<b>Case Study:</b> Bismarck Public School District model to build infrastructure that supports PD, collegial learning and interventions, <b>John Salwei, Tanna Kincaid</b>
<b>9:15 – 10:00</b>	<b>Case Study:</b> Fargo Public School District Model of “Getting Started”, <b>Nancy Murphy and Bob Grosz</b>
<b>10:00 – 10:15</b>	<b>Break</b>
<b>10:15 – 11:00</b>	<b>Case Study:</b> Grand Forks Model of K-12 Professional Learning Communities, <b>Laurie Robinson, Roanne Malm, (Viking Elementary), Dr. Mary Koopman (Schroeder M.S.), and Dr. Jeff Schatz (Central H.S.)</b>
<b>11:00 – 11:45</b>	<b>Discussion Groups:</b> Grade Level Break-Out (Table Leaders from districts)
<b>11:45 - 12:30</b>	<b>Lunch</b>



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**Friday – April 27, 2007 – Afternoon**

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***Essential Question:***

- How can districts provide the time to make this work?

***Focusing Questions:***

- What have other districts done to make this work?
  - What type of change would occur in my district and how can I as an administrator/leader help manage the change?
  - Where should our district begin based upon what we already do?
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<b>12:30 - 1:15</b>	<b>Panel Presentation:</b> Time, Perspective and Priorities <b>Panel Moderator:</b> Justin Wageman <b>Panelists:</b> Lois Myran (Dickinson), John Salwei (Bismarck), Tanna Kincaid (Bismarck), Mike Heilman (Century H.S.), Tricia Lang (Department of Public Instruction), Cindy Mau and Harlan Johnson (Minot)
<b>1:15 – 2:00</b>	<b>Discussion:</b> Time Models That Work (Table leaders guide discussion)
<b>2:00 – 2:15</b>	<b>Break</b>
<b>2:15 – 3:15</b>	<b>Presentation:</b> Managing the Change: 1 <sup>st</sup> or Second Order Change <b>Ceri Dean, NCCC Director</b>
<b>3:15 – 3:45</b>	<b>District Team Action Plans:</b> Possible Next Steps (Collaborative Team Discussions)
<b>3:45 – 4:00</b>	<b>Session Evaluation and Wrap-up</b>

