

PLC Guidance for Integrated Leadership Course Supervisor PLCs

<p>PLC One: Developing Instructional Leadership around Focus, Rigor, and Coherence</p>	<ul style="list-style-type: none">• PLC Guide Focus (3rd Grade Social Studies)• PLC Guide Rigor (Algebra I series of videos)• PLC Guide Coherence (5th Grade ELA) <p>This content would be a great starting point for Supervisor PLCs if the PLC is just launching. The activities would provide strong conversations around what they want core instruction to look like across their district.</p> <p>Facilitators would want to modify the PLC guides to be more discussion oriented and focus on a deep dive around how to support principals and instructional coaches in using these tools.</p> <p>I would use full videos for these discussions. The goal would be to use the video sections to foster discussions not to watch the video for initial learning. The facilitator would watch a key component of the video, identify strengths with peers, and discuss strategies to support principals/instructional coaches in developing these characteristics within their buildings. Conversations could trend to coaching principals, developing instructional coaching professional development, partnerships between principals, etc.; however, the conversations should focus on solutions and teacher growth.</p> <p>I have tagged the Ayer's Institute Videos above. They can be found at: www.lipscomb.edu/ayers/invest. You will need to create a free user's account.</p>
<p>PLC Two: Developing Teacher Feedback and Partnership Practices</p>	<ul style="list-style-type: none">• Key Question Five/Bridge to Practice <p>Supervisors PLC discussions would need to focus on how to build feedback practices in principals and how to support principals' work around pairing teachers to build their teachers' understanding of high quality instruction.</p> <p>First, have supervisor's practice scripting feedback and discuss how to develop this scripted teacher feedback around focus, rigor, and coherence in conjunction with the teacher evaluation rubric. Then, discuss how this feedback creates clear communication with teachers. One could role play this activity. Then, small groups should discuss how to develop the feedback practices. Afterwards, the facilitator should move the conversation to developing teacher partnerships to give models for the teacher to develop the scripted practice.</p> <p>This topic would be a great opportunity for a Supervisors to discuss how to build cross building teacher partnership collaboratives within their district or region (if small districts wanted to partner around teacher partnerships).</p>