

Mindsets		
Traits	Common Challenges	Strategies to Improve PLGs
<ul style="list-style-type: none"> • The group has a shared sense of purpose and commitment to improve student learning. • There is a culture of reflection and continuous professional learning among participants. • The group is highly collaborative and has created a trusting environment. 	<ul style="list-style-type: none"> • Rather than purpose driven by agreed-upon goals, PLGs are seen as a required task. • Members are unclear on the goals and purpose of PLGs. • Meetings are called PLGs but are actually committee mtgs, dept mtgs, data team mtgs, etc. • Teachers lack investment in the work or question and doubt the structures of PLGs. • Participants are fearful/hesitant to share their real work and questions with colleagues . • Participants are fearful/hesitant to provide critical feedback on work shared. 	<ul style="list-style-type: none"> • Clearly define why you have or are implementing PLGs. Repeat often. • Share rationale, research, and readings with all participants. • Use PLG meetings and protocols to examine student and teacher work. • Publicize and commit to a regular schedule for PLG mtgs. Hold this time sacred. • Have administrators as participants in PLGs or in a PLG of their own. • Create groups of 8-12 for a set period of time (1-3 years). • Ensure facilitators are well trained and supported, including having time to debrief and plan with each other. • Create and implement structures that support the work encroaching on PLG time--regularly scheduled data days, common planning time, dept mtgs, etc. • Organize and support peer observations <ul style="list-style-type: none"> - Let teachers ask for specific feedback • Model sharing your work as an administrator <ul style="list-style-type: none"> - Ask teachers for regular feedback • Get feedback at the end of every PLG mtg and periodically on how PLGs are functioning • Promote supportive environments that foster risk taking and innovation <ul style="list-style-type: none"> - Be mindful of the role and presence of evaluators - Examine the culture of observation and feedback that already exists - Expect and accept mistakes; foster and promote a growth mindset among adults

Structures

Traits	Common Challenges	Strategies to Improve PLGs
<ul style="list-style-type: none"> • The focus is on student/teacher work and improving outcomes for all students. • There is shared leadership of PLGs between administrators and teachers. • PLGs are led by formally trained, skilled facilitators. 	<ul style="list-style-type: none"> • Agendas can be imposed/influenced heavily by district or school needs. • Teachers are reluctant to share their work. • Teachers may be unclear about what work to share or bring to a PLG. • Leadership rests with administrators. • Facilitators are not clear on the purpose or structures of PLGs. • Facilitators have knowledge of the tools and protocols but lack an understanding of why these structures and tools are necessary or how to match them to the situation. • Protocols get stalled out or undermined by participants and facilitators aren't equipped to address these issues. 	<ul style="list-style-type: none"> • Clarify and publicize the purpose, work and structures of PLGs. Repeat often. • Generate consensus about school-wide goals for the year and allow each PLG to decide how to shape agendas to achieve those goals. • Implement and support a system of peer observation. • As a school leader, model sharing work using protocols and tools used in PLGs. • Focus meetings on student and teacher work. Create an expectation that all participants are the presenter at least once a year. • Support the work of teacher facilitators <ul style="list-style-type: none"> – Provide time and space to plan, debrief and collaborate--to share dilemmas and challenges and problem solve. – Pair facilitators if you have enough. – Assign an experienced, trained coach to support facilitators. – Assign an administrator as a liaison to the group of facilitators. – Provide additional training to facilitators. • Begin with fewer/voluntary PLGs. Let participants help shape the practice through their feedback and leadership.