

PTLC - Developing Teacher Communities of Practice

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Stages of PLC development – Novice¹ –

- Constructing a teacher learning community
- Developing collaborative norms
- Creating a focused effort to guide reform
- Discovering the value of data and its use
- Experimenting and creating procedures for inquiry
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1. McLaughlin, M.W., Talbert, J.E. (2006). *Building School Based Learning Communities*. New York, NY: Teachers College Press.

Problem Solving Protocol²

- Phrasing “a problem that came up the first few weeks of school that you found surprising and/or were unprepared for”
- Problem presentation – all dimensions and previous approaches to solving it (5-10 min) (*p. 55 in McDonald, et al.*)
- Clarifying questions by the group (5-10 min)
- Reflection: The group answers “what did you hear?” “what didn’t you hear?” “what is important to the presenter?” “What do you need to know more about?” “What can be built upon?” (presenter is silent) (5 min)
- Presenter responds and clarifies (2 min)
- Brainstorming by consultants “what if...” “have you thought about...” (10-15 min) (presenter is silent)
- Response – presenter gives new insights gleaned from the consultant’s ideas, identifies at least one thing s/he will try to do (5 min)
- *Debrief – how did it feel to be presenter? How did it feel to be consultant? Did any of the consultants gain new perspective on any of their own problems? Anything else to share regarding this session or the process?*
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2. McDonald, J.P., Mohr, N., Dichter, A., McDonald, E.C. (2007). *The Power of Protocols: An Educator’s Guide to Better Practice, 2nd Ed.* New York, NY: Teachers College Press.

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