

**Purpose of the Professional Learning Community (PLC)**

“The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities” (DuFour & Eaker, 1998).

PLCs provide educators an avenue to collaborate regarding student learning and effective instructional strategies. The three concepts of the PLC include clarifying what each student will learn and how educators will ensure the learning, building a collaborative culture because the work cannot be completed in isolation, and using various forms of data to monitor student learning and respond to the learning in effective methods.

Collaboration is the key of the PLC, “the power of teachers is enhanced when teacher work collaboratively in highly effective teams” (Eaker, 2016).

The PLC discussions are guided by the six critical questions:

<b>Guiding Questions</b>	
What do you want students to learn? (Enduring Understandings, essential outcomes)	How will you know if they learned it? (types of assessments)
If students do not learn it, what will you do? (Move-on, re-teach, re-test, etc.)	How will you enrich the unit for those who already knew it?
<b>Optional Questions</b>	
What knowledge does the student need prior to the unit?	How can the unit/assessments be improved?