



Cultures Built to Last:

**Systemic
PLCs at Work**

In PLCs, teachers, principals, and district leaders are not viewed as the cause of the problems in education, but as the ultimate solution to those problems.



A Professional Learning Community is NOT:

- A program to be implemented
- A package of reforms to be adopted
- A step-by-step recipe for change
- A sure-fire system borrowed from another school
- One more thing to add to an already cluttered school agenda

A Professional Learning Community IS:

- A reduction of isolation for teachers
- Shared responsibility for the total development of student success
- Data driven
- Commitment to the mission & goals of the school & district
- A culture shift

Chapter 1: Clarity Precedes Competence

- What does the term professional learning community mean?
- What are the characteristics of high-performing PLC's?
- According to the authors, "PLCs can play a central role in dramatically improving the overall performance of schools, the engagement of students, and the sense of efficacy and job satisfaction of educators" (p. 4). What can PLC leaders do to emphasize these benefits to the PLC?

Chapter 2: Creating Coherence and Clarity

- What is a driver? Why do educators working toward school reform often choose the wrong driver for their efforts?
- What common mistakes do leaders make that hinder coherence?
- Why is establishing coherence just as important as structural alignment?

Chapter 3: The loose-tight Dilemma

- How should leaders engage people in the complex process of cultural change? Should they be tight or loose?
- What are the dangers of the carrots-and-sticks approach?
- Why is an increase in site-based autonomy associated with a decrease in student achievement?

