



## Professional Learning Communities and CHALK

A Professional Learning Community (PLC) is a collaborative form of professional development that brings small groups of teachers together to focus on shared topics. The pre-k teachers at a childcare center may meet during their planning period twice a month to review children's math achievement data and develop shared goals around specific math strategies they want to try in their classrooms. A group of pre-k teachers from different elementary schools might gather virtually several times over the school year to expand their knowledge of high-level questioning strategies, co-write lessons together, and then reflect on how children responded to their questions. Coaches or program leaders often act as facilitators or participants to support teacher learning during PLCs.

CHALK Coaching tools and professional development materials can support and complement the collaboration that occurs during PLCs. The table below describes a few examples of how CHALK can enhance various forms of in-person and virtual collaborative professional development: teacher collective inquiry, video observation, and shared goal setting.

| PLC Activity                                                                                                                                                                                                                                                                                                                            | CHALK Tools                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Collective Inquiry</b><br>Teachers select a content area, a specific practice, or set of strategies to explore together.                                                                                                                                                                                                             | <b>Training:</b> Concepts videos, instructional practice definitions and examples<br><br><b>Resources:</b> Powerpoint presentations, handouts, guiding questions for discussion about specific practices                                                                                                                                                                      |
| <b>Shared Goal Setting</b><br>Teachers share and discuss children's work, such as emergent writing from journals. They identify strategies that will support children's writing development, then create a shared goal to implement specific strategies. In between PLC meetings, the coach observes each teacher using the strategies. | <b>Literacy Training:</b> Teachers review and discuss the stages of emergent writing and instructional strategies in the practice definitions and examples.<br><br><b>Action Plan Tool:</b> Teachers make a plan for achieving their writing strategies goal.<br><br><b>Writing Observation Tool:</b> Coach observes teachers with a focus on their shared goal from the PLC. |
| <b>Video Observation</b><br>The coach brings a video clip of a math lesson to the PLC meeting. Teachers use the CHALK math instruction observation tool as they view the video. They discuss their results and the math activities and teacher strategies that they observed.                                                           | <b>Math Instruction Observation Tool:</b><br>Teachers use the observation tool on a shared example video.<br><br><b>Math Coaching Questions:</b> The coach uses the coaching prompts to facilitate a discussion about what teachers observed in the example video and how it applies to their own instruction.                                                                |