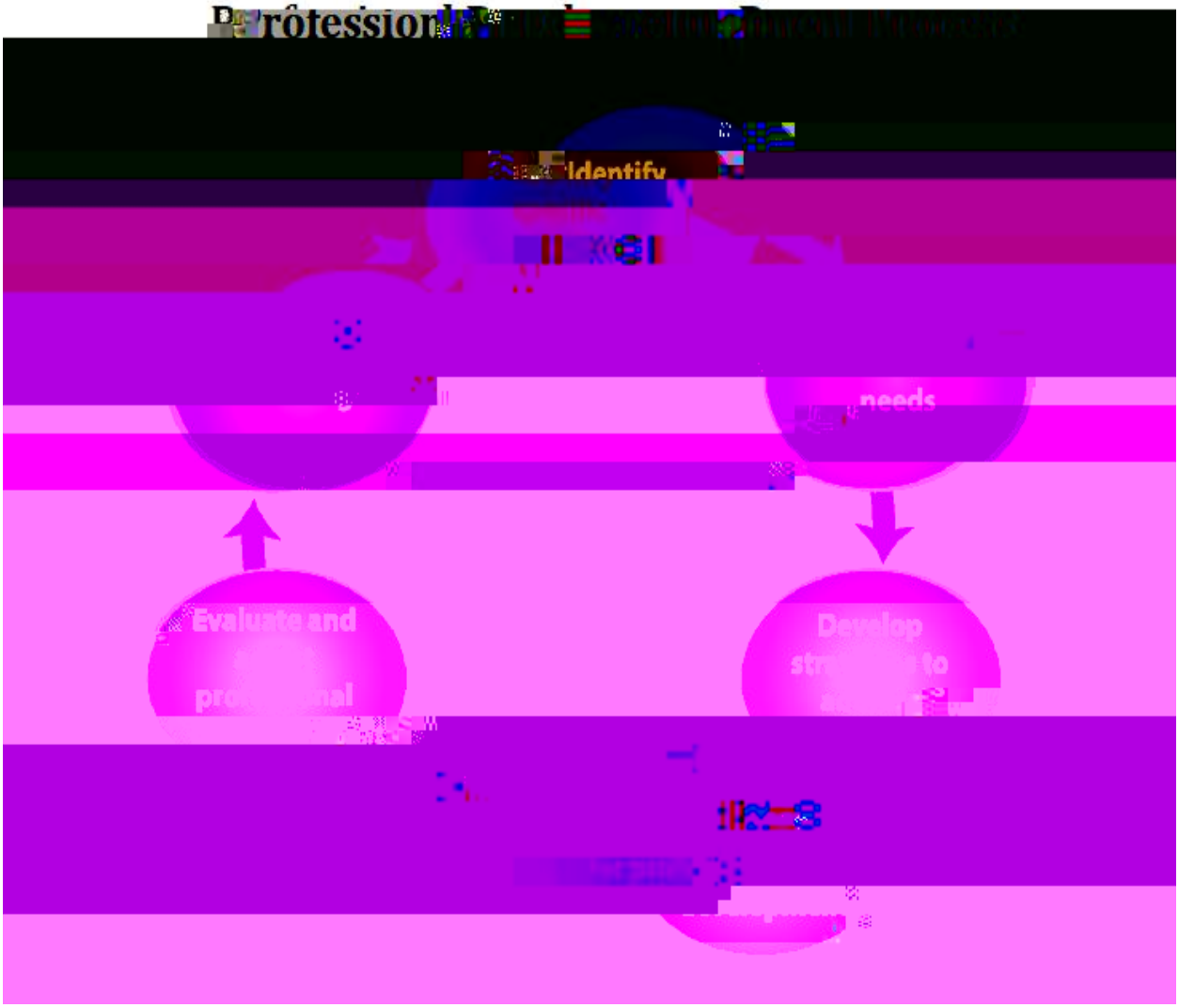

There will always room for improvement.

*The PD cycle does not need to start each time at the identification of needs. The PD cycle only starts over when all of the prioritized needs have been addressed.

Share the learning

άDocumenting professional development changes clearly will help sustain excellence even ø ΚŜΥΥΙ·ƨ2ℕ ŎΚΙ·ΥΞŜă ƛΥLJŜℕă2ΥΎŜf 2ŎŎdzℕΦέ (Hassel 1999)

Sharing the learning ensures that the new information, skills, and ideas are distributed to others in the organization. Sharing the learning also:

clarifies new information
documents decisions based on the new information
documents how new learning will be used
allows employees to visit or revisit periodically
builds capacity

Below is a list of ideas for sharing the learning with others in the department or division to:

Create a YouTube video
Write a White Paper
Post banners in division or meeting rooms
. f2Ξ 2Υ2ℕΞΙ·yƛÎΙ·ΰΛ2yℚă website
Present at internal meetings
Present at local, state, and national conferences

² ΛΰΚ Ŏ2yΰΛyΘz2dză LJℕ2ŦŜăăΛ2yΙ·f ŘŜØŜf2LJΥŜyΰ ΰΚΙ·ΰ ƛă ƛyΰŜyΰΛ2yΙ·ffè Ŧ2ŎdzăŜŘΣ Ι·Υ2ℕΞΙ·yƛÎΙ·ΰΛ2yℚă ability to lead in the market is augmented.

## *Professional Learning Community*

Professional development is viewed by some professionals as a project or an event. Read the scenarios below:

: An expert is hired to come to the conference room and present new information.
: An employee or group of employee

The employee returns to the office or place of work excited! This person shares newly learned practices with other colleagues and applies new strategies to current assignments. Learning ends.

The employee returns to the office or place of work and puts newly learned practices to work. Learning ends.

The employee returns to the office or place of work and puts handouts in the file cabinet. Learning ends.

All the options have the same result: . Organizations that are pursuing an attainable and sustainable competitive edge need a li

*Professional Learning Community*

Dr. Senge

Systems Scientist

Dr. DuFour

Education Expert

A Professional Learning Community (PLC) is a small group of professionals who continuously seek cutting-edge ideas and collaboratively evaluate how to best apply the new information to the work. The PLC operates under the assumption that to stay ahead of the competition, an organization must and .

*How does a Professional Learning Community (PLC) work in business setting?*

A small group of people (called a focus group) conducts research on a specific idea or topic. After the research is completed, the focus group meets together and each person presents his/her findings. Then, the focus group evaluates the findings and designs how to best apply the information.

An example of a PLC in action is shown in a script found in Appendix A. This script can be used to introduce the idea of PLCs to possible NA team members. Having potential members act out the script for other potential members can help create engagement in the idea of PLCs, and may also help foster a spirit of community in the team.

A Professional Learning Community does not replace attending conferences or in-services as forms of professional development. A Professional Learning Community applies what is learned from these events. The of the new learniy∃ ƛă ǿKI·ű ƛyƞűƛI·űŜă ά

*How does an organization make a shift in its view of professional development?*

Ÿ άLyãI·yλűèŸ Ř2λyƎ űKŜ ăI·Y^Ŝ űKλyƎ 2ØŜℕ I·yŘ 2ØŜℕ I·ƎII·λy^I·yŘ ŜÈLJŜŎűλyƎ ŘλŦŦŜℕŜyű ℕŜădztűă¢€

Author Emily Hassel considers the traditional, static view of professional development to be insufficient. ά±λŜøλyƎ LJℕ2ŦŜăăλ2yl·f ŘŜØŜf2LJY^Ŝyű I·ă I· LJℕ2ŎŜăăΣ ℕI·űKŜℕ űKI·y^I·ă I· LJℕ2ȻŜŎű 2ℕ ŜØŜyűΣ requires a major shift in planning . . . Meaningful professional development does not take place during workshops and in-service presentations, but in the context of professional communities űKI·ű KI·ØŜ ōŜŜy^f2ŎI·ffè ŘŜØŜf2LJŜŘ ű2 ōŜ ℕŜăLJ2yãλØŜ ű2 ώSY^LJf2èŜŜă 2ℕ I· Ŏ2Y^LJI·yèΩăß ySŜŘă. (1999)

Organizations must change the way professional development is perceived and received if

*Works Cited and Suggestions for Further Reading*

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ANN: ( ú ł2ø ølˇă ŜØŜŴè2yŜă øŜŜ]ŜyŘK

ANN: I had a wonderful weekend with my grandkids . . . (

First, we put together a  ocus group. ¢KI·úΩă dzăΣ LJfdză øK2ŜØŜℕ øŜΩŘ fλ⌋Ŝ ű2 invite.

Then, we choose the  ocus topic: Performance Tasks

Next, the facilitator of the  ocus group fills out the form. The directions are at the top of the form. And as Andy pointed out, the participants communicate with immediate supervisor about participating.

The, the  un begins; we decide who researches AND when and where we want to meet; at the meeting each person shares findings.

LISA: I get it!  The п CΩăH ) Since Jason brought it up, he can facilitate and fill out the form. LΩff Ř2 ă2YŜ ℕŜăŜI·ℕŎK 2y˝øKI·úΩă ŎdzℕℕŜyűfě ōŜλy∃ dzăŜŘ λy˝ŜŘdzŎI·űλ2y˝I·yŘ gather info from the math perspective.

ANN: LΩff LJλ∃∃è ōI·Ŏ⌋ 2y˝øKI·ű [λăI· λă ŦλyŘλy∃ 2dzű I·yŘ ăŜŜ øKI·ű L ŎI·y˝ŦλyŘ Ŧ2Ŏdzăing on øKI·úΩă KI·LJLJening in specific grade levels: elementary, middle, and high school. LΩff ōℕλy∃ ă2YŜ ăyl·Ŏ⌋ăΣ ű22ф

SHANNON: Hey, I can invite Michael and one of the ELA content specialists to join us. Maybe LΩff f22⌋ I·ű ŜÈI·Y˝LJfes from other projects.

ANDY: LΩff ăŜŜ øKI·ű L ŎI·y˝ŦλyŘ 2y˝űKŜ ℕŜfI·úλ2yãKλLJ ōŜűøŜŜy˝ t¢ă I·yŘ bD{{ф

JASON: There is a conference next week with sessions on Performance Tasks. I will attend a few of those. Okay. Well, Maud, you still out?

MAUD: Yep, count me out.

MICHAEL: ( ) Ann, so glad you could make it.

ANN: hK ǿŜfƒƵ LQY KŜℕŜ l·yŘ L ōℕ2ʤzƎKű ăyƖ·Ǒ ąăφ

ANDY: Quest