

A book study PLC (Professional Learning Community) can be an effective way for teachers, administrators, and system level leaders to learn more about relevant topics while also building important relationships with one another. When forming this type of PLC, it is important to carefully plan the experience to ensure that it is meaningful for all participants.

This document serves as an aid to help leaders thoughtfully plan book study PLCs that positively impact instructional staff and their practices, leading to increased student achievement. For further information and assistance, please contact the Department's World Languages Specialists at language.acquisition@la.gov.

Essential Question 1: What is the goal or expected outcome of the book study?

Being mindful of anticipated outcomes, what skills, information, or insights should participants gain from this experience? With this question in mind, leaders should choose a topic of exploration and create a specific learning goal for participants.

Example Topics

- Second language acquisition theory
- Dual language immersion
- ACTFL proficiency scale

Example Goals

- Participants will gain a better understanding of the basic theory of second language acquisition.
- Participants will become familiar with the various programming and scheduling models associated with dual language immersion education.
- Participants will better understand the ACTFL proficiency scale and how it can be used to drive proficiency-based instruction.

Essential Question 2: Who are the participants that will benefit from this experience?

PLC members should have a vested interest in and/or require further information about the topic to be studied. Ideally, participants will share a common interest in the achievement of the determined goal. The grouping type used should take into consideration potential members' expertise as well as the proposed learning goal of the PLC.

Example PLC Groupings

- *School/School System Vertical Leadership PLC* - (at minimum) 2 system level participants, 2 school level administrators, 3 school level teacher-leaders
- *School Wide PLC* - all instructional staff, content leaders/coaches, and administrators
- *Grade Level/Subject Matter PLC* - all instructional staff and content leaders/coaches of a determined grade level or subject matter

Essential Question 3: How will the membership of this PLC be structured?

It is important that the PLC have clearly defined roles and responsibilities for all members. Consider establishing the following roles:

- PLC Facilitator
- Notetaker
- Group Member

See [Appendix I](#) of this document for more information on PLC roles and responsibilities.

Essential Question 4: What book should this PLC read?

Once your topic and goal have been identified, research books that meet your chosen criteria, asking for recommendations from colleagues in the field.

Book Selection Sources

- *Dual Language Immersion* - Select books from the research bibliography included in the *Louisiana Guide to Effective Dual Language Immersion Programming*.
- *World Languages* - Select books recommended by the [American Council on the Teaching of Foreign Languages \(ACTFL\)](#).

Remember, choice is important to help ensure membership buy-in. When possible, select 2-3 books on the topic of study. Provide a synopsis of each book and allow members to vote on their selection.

Reach out to the Department's World Languages Specialists at language.acquisition@la.gov for additional recommendations.

Essential Question 5: What meeting and discussion norms should be established?

Prior to the first book study discussion, the group should develop a set of discussion norms and behavior expectations. Ideally, PLC members should decide upon 3-5 norms. PLC norms should

- be agreed upon by the entire group,
- reflect the values of the group,
- clearly define the roles and responsibilities of team members,
- set up protocols to direct the flow of conversation,
- include conflict resolution devices, and
- support the needs of members to ensure the success of the group.

Example PLC Norms

- Come ready to listen and share.
- Stay on task.
- Respect PLC members' time.
- Actively listen with an open mind.

Essential Question 6: What tools will be used to facilitate interaction between and during PLC meetings?***Technology***

A number of technology tools can be used to boost collaboration and keep members engaged between team meetings.

Tools designed to encourage interaction include

- Google Classroom,
- Google Sites,
- Microsoft Teams,
- Padlet, and
- Wakelet.

Guided Reading and Discussion

Discussion group guides can be powerful tools to focus member attention during readings and discussions, as well as provide an outlet for reflection. See [Appendix II](#) for a sample discussion group guide.

Discussion group protocols provide structured conversation to PLC meetings. Discussion protocols engage group members and ensure focused participation and collaboration by attendees. See [Appendix III](#) for sample discussion group protocols.

Appendix I

PLC Roles and Responsibilities

PLC Facilitator(s): manager(s) and coordinator(s) of the PLC

Duties

- Using the book's table of contents, divide chapters based on
 - number of chapters,
 - number of meetings, and/or
 - chapter themes.
- Create a biweekly or monthly reading calendar with set meeting times.
 - Schedule meeting and reading/assignment due dates on a common digital calendar.
 - Disseminate information and reminders to book study PLC members.
- Read the entire book or read ahead of PLC.
 - Create discussion questions for each chapter or reading selection.
 - Enlist PLC members to lead chapter discussions.
- Facilitate group discussion.
 - Manage time.
 - Keep members on task during PLC meetings.
 - Ensure all members are allowed to express their ideas.

PLC Notetaker: record keeper

Duties

- Record the big ideas, questions, sources of contention, etc.
- Note implementation ideas, ideas for further exploration, etc.
- Send a recap to the entire PLC.
- Record attendance of participants at each meeting.

PLC Group Member: active participant

Duties

- Complete assigned readings according to timeline.
- Attend scheduled meetings.
- Actively participate in group discussions.

Appendix II
Discussion Group Preparation, Participation, and Reflection Guide

Meeting Date: _____

Chapter Title and Page Numbers _____

Pre-Work

What are the main ideas of the selected reading?

List 2 things you learned or found most interesting from the reading.

List 2 things you require further information on or have questions about.

PLC Discussion Meeting

In this space record notes and ideas captured during the PLC discussion that resonate with you, or spark the need for further investigation.

Post-PLC Reflection

In this space, record your reflections and next steps.

Appendix III

Group Discussion Protocol Examples

Text Rendering

Set up: Copy of text, pens/pencils, paper

Procedure:

- Facilitator explains the activity and asks group members to write down the sentence, the phrase, and the word(s) from the reading he/she feels are the most important.
- Group participates in 3 rounds of discussion. Participants have 3 minutes to share their selection and explain their choice, uninterrupted. Facilitator will keep time.
 - Round 1: sentence
 - Round 2: phrase
 - Round 3: word(s)
- A whole group discussion follows the end of Round 3.

Concentric Circles

Set up: Group members sit in concentric circles facing one another.

Procedure:

- Facilitator explains the activity and poses a topic or an open question about the reading to the group. Groups will have 2 minutes to discuss. Facilitator keeps time.
- When time is called, members of the outer circle rotate one space to the left. New groups are instructed to debrief their partner on previous partnered discussion and then continue the discussion. Groups are given 3 minutes. Facilitator keeps time.
- This process is continued for several rounds, or until members are back to their original space.

Expense Account

Set up: Each member of the group receives 3 tokens to use during the discussion.

Procedure:

- Facilitator explains the activity and poses an open ended question about the reading to the group.
- Each time someone speaks, they must place a token in the center of the table.
- When someone runs out of tokens, they are not allowed to speak. Once all group members have used all of their tokens, they may retrieve their tokens and the process starts over.
- Notetaker records discussion highlights and breakthroughs of understanding.

Affinity Diagram

Set up: post-it notes, chart paper, pens/pencils

Procedure:

- Facilitator gives each group member 3 post-it notes and asks them to write down one major takeaway from or question regarding the reading.
- Facilitator instructs participants to silently place their post-it notes on a piece of chart paper.
- Facilitator then instructs participants to rearrange the post-it notes, grouping them into categories for discussion.
- Post activity discussion related to themes and questions discovered from the activity.

References

- Florida Department of Education. (n.d.) *PLC Book Study Guide*. Retrieved 25 January 2021, from <https://fl01803656.schoolwires.net/cms/lib/FL01803656/Centricity/Domain/13712/PLC-Book-Study-Guidelines.pdf>.
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