***Activity:
PASL Professional Learning Community***

**Overview:** Professional Learning Communities (PLCs) provide time for educators to discuss students and PASL activities, while also increasing collaboration and improving relationships.

**Purpose:** Providing educators time to meet provides chances for collaboration that can offer greater insight into students and the challenges they may present. PLCs provide this time in a regular manner, granting teachers opportunities to share best practices while also making time to provide feedback to their peers. Such regular discussion has been shown to foster inclusion and improve authentic relationships.

**Implementation:** PLCs are often scheduled to meet during school-wide Professional Development Days, and can last anywhere from 60-120 minutes. Preparation prior to the meeting can include generating and bringing D&F Lists, attendance reports, and ideas or concerns relating to PASL and its implementation at the school. Research has also shown that Principals who choose to engage with PLCs become reliable channels of communication between stakeholders.

**Details**: Teachers involved in PLCs are able to work together to plan lessons and activities, such as Goal Setting Lessons or Rapid Check-In strategies. Using these communities as an open forum also strengthens relationships between peers, and assignment to such groups from the beginning of the year can aid in presenting a united front among PASL Team members.

**Connections to other components**

**PASL PLCs connect to the school’s Culture of Personalization, while offering opportunities to strengthen Goal Setting and Rapid Check-In approaches.**

**Materials**

* **PASL PLC Takeaway Sheet (provided in Toolkit)**