A Professional Learning Community (PLC) is a collaborative process that engages in the teaching and learning cycle. They aim to answer the four PLC questions: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for already proficient students? A PLC is a professional learning community composed of collaborative teams that work on behalf of students. It is a commitment to continuous improvement that involves stakeholders coming together to collaborate on key aspects of an organization in the form of “collective inquiry.” PLCs track student achievement, outline goals and objectives, reflect on common practice, build stronger relationships between team members, and help teachers reflect on ideas and initiatives. The foundational infrastructure and collaborative process results in continuous learning for students and teachers (DuFour 2001, 2004).


Deconstructing Standard
Teachers reach a common understanding of the intent of the student learning standards regarding expectations for what students should know, do, and understand. The agreed-upon learning targets align directly with each component of the student learning standards.

Analyzing Student Work
A facilitator guides the process of analyzing a collection of diverse student work samples. They utilize an appropriate protocol to solicit standards-based, focused feedback from all group members. All group members revise student assignments as a result of the process.
Key Components for Implementation

Developing Lesson Plans
Teachers create lessons incorporating the instructional framework with teaching and learning activities clearly aligned to a standard or group of standards that include: clear learning targets, activation of any necessary prior knowledge, direct teaching or modeling, opportunities for guided practice, and assessment of student understanding.

Analyzing Lesson Activities/Tasks
Teachers collaboratively analyze tasks or activities to ensure alignment with the standards and increase the degree of rigor. In addition, the protocol includes how to revise the specific activity or task to support a deeper understanding of student learning standards.

Utilizing Common Assessments
Teachers collaborate to develop common formative and summative assessments clearly aligned to the standards and learning targets. They use an analysis of the results to revise common assessments, influence instructional plans, and provide specific constructive feedback to support student mastery of the standards.

Use of Assessment Data
Participants use a comprehensive collection of student data to improve operational practices’ efficiency and align instructional practices with student strengths and weaknesses.

Adapted from the GaDOE Collaborative Planning Toolkit and the NC DPI Instructional Technology Division’s Collaboration Toolkit.

A PLC is...

- A collaboration, not a meeting.
- A process, not a program or product.
- A collective inquiry, not an initiative for implementation.
- An engagement in the teaching and learning cycle, not a book study.
- The possibility for continuous teacher and student learning, not a package of reforms to be adopted.
- An opportunity to improve and impact change, not just another thing to add to the list.

Summer Programs

Georgia Tech All-Girls Summer Program
K12 STEM Summer Camps
Summer Slide and ADHD
UGA Summer Camp Academy

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Email Dawn Ashmore, dashmore@doe.k12.ga.us, for additional information about the PL catalog.

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