

So....What????

**Scenario:**

You meet a citizen at a school activity who actually watches the board meetings! They say: “You know I saw that you were developing board guiding principles on Professional Learning Communities (PLCs). That seems like another big waste of the board’s time. After all, the state mandates how much time the staff will spend in development activities doesn’t it? Isn’t this a matter of state policy, not local policy? And what difference does staff meeting together make for our students – other than the fact that they get a few mornings off school? Everyone knows that staff meetings are just a required way to keep teachers occupied and give them a little time away from kids. I talked to my neighbor who is one of our best science teachers. He says PLC time never has anything to do with what he teaches. It’s just a bunch of touchy-feely stuff, or maybe a review of data! He says he wishes the district would make PLCs a choice, and he would use the time to organize his lab room. So why don’t you just leave it up to the professionals to decide about, and you work on things that really make a difference for kids when you are passing board principles? You need to be a board that gets things done, not just a board that writes stuff in a document that no one ever reads.”

- ◆ Why are PLCs important to the board?
- ◆ Why do you want PLC guiding principles in place for your district?
- ◆ What’s at stake if you don’t have the results from PLCs that you think are important?
- ◆ What’s your motivation for having this guiding principle? Is it a matter of getting something on paper that looks like you have considered this? Or is it the right thing to do for kids?

These principles are important because.....