*Wallace Foundation You Tube Sharing: The Power of the Professional Learning Community: Evidence of Impact on 6 School Districts and Their Principal Preparation Providers*

<https://www.youtube.com/watch?v=9B2fbIK0jgs&feature=youtu.be>

Bring together graduates in principals in PLC. This helps us design professional development opportunities by asking the graduates and their districts. It was not based on just what the IHE thought they needed.

Build PLC Partnerships with districts.

Research gaps between districts and principals and IHEs…have the two talk to each other. It is key to have the right people, all having a voice, have a change process. Then have a national group to bounce the ideas.

Engaging activities by designing a world cafe PD where we put issues on table. All share quality of their colleagues. Individuals shared best practices and strategies. They were learning together by sharing ideas, try it in their own situation and then bring back the learning. We became problem solvers.

Safe place for critical conversations. The idea of mindset was critical…issues of race, poverty. People make senses of these as a community and then take back to IHE or districts. All of these are different groups than previous. There was a lens of fear on race. We want to have a safe place for people to share, value their ideas, learn from the process. It is a learning space. Use what I learn here to move to the next level. Move to the conformable space so they become more socially just leaders. They must have time to think about it. Continuously improvement mindset….Carol Dwick work on mindsets. Fixed mindset versus a growth mindset. How do teachers view the mindset of teachers for their students? Need mindset of all students can learn. It was important for principal to understand mindset as a world for student achievement. You are a building leader---if your mindset is set, then teachers will have a fixed mindset. Do not want static narrow minded ideas, but rather an open growth mindset.

Evidence of Impact…. strength of district providers. Partnering with district and mindset is win-win. Strong partnerships can be made better. They helped us build activities that made stronger principals. Authentic partnerships between IHE and districts. Talking with IHE helped us guide what we did with our principals in their PG. our five core competencies which we assess our principals. Instead of recruit…. recruit highly effective teachers for principals…to go to one of our challenging schools while working on masters. Principals would mentor these students …. what are the practices that help students in challenging situation? We supported them with coaches and mentors as they do critical tasks. If we had not been at PLC and sat with university partners to star the conversations, we are now problem solving together our biggest problems. PLCs are moving the work.

Provider Partner Relationship: the rich relationships with the other universities to trade and lecture. Two universities hosted together the sessions on diversity. Used the strength of different universities to help our candidates. Collaboration is a rich opportunity. Learning community in Gwinnet meets so often, the connections we have made within Gwinnet and the other state partners.

Breaking down the silos. This gave the space and trust to take them down for good of profession. Each university meet together and talk about our program to potential candidates without competition. We all had something on table and something to offer. We are friendly competition, but also help each other’s programs. We use it to do what is best for the interns and the kids. It has become a safe place to talk about issues. To address some of these issues you have to have a safe place. Good synergy to bring on larger scale. It is about the collective capacity that is built. The inner, outer, and professional learning community. It takes away ivory tower notion.

Influence beyond PLC: impact the field in ways could not do otherwise….to write and share findings of the work. Think broader than just the people in the room. The QM and national PLC model can be replicated at the state level. Allows universities to take part and lean in and help each other. Growth mindset has energized us. We have changed our level of work and influence. Use the Dwick and Milner books for team. Read excerpts to frame conversations on how to embrace this for candidates and students in classrooms. Have resources to use and take back to candidates in classroom. If this is what we expect of our students, then we must embrace it ourselves.

Enduring relationships formed…..go out together and community took a life of its own. Come to university and discuss what is going on at university. Create circles of the university providers, bring our own strengths to the program and strengthen ourselves and others. We are friends who rely on each other. We work together apart from each other as thought partners and also when we are together. Share problems of practice and the solutions that would not otherwise have done.

Cost effective ways: we are working professionals so can’t always drive physically to campus. Create an online PLC and allows any of us to do so by logging on. Go To Meeting. Start a virtual learning community between universities and districts…to see beauty and value of this. Sate, district and universities working together.

It changes our students and our need for recruitment. We need to identify ways for sustainability and continuation. Focus on graduate program outcomes…. institutions are paying attention to this. Invested in data that tells the story of what a principal does that leaves the university program. Way to bridge the gap is a rewarding experience.