

Testimonials

“Professional learning communities initiate unity among teaching teams, help to spark new interest in different teaching strategies and enhance learning for students by enhancing instruction and motivation for teachers. We are so thankful to be a part of a district that values PLCs. The input we received from other teachers helped to make our first year as teachers a success!”

Tara Collier and Brooke Hopkins
CTE

In my 22 years of teaching I have never worked in a Professional Learning Community until I became a member of the Hallsville ISD family. Throughout my career, I have depended on myself and my own resources for classroom successes. Through the Professional Learning Community, I have experienced so much help and support from all involved in the education process, including the custodial staff. Everyone, rather than gripe or whine, looks for solutions. The English Department teachers have been fantastic as well. They have not hesitated to share with me anything from their files such as plans, resources, and even copy paper! Although this aspect of a PLC campus is great, the greatest aspect is the impact upon the students. Everything revolves around student success. Giving up on a student is not acceptable. The students are the focus and it is evident in the many victories, triumphs, and accomplishments achieved through the majority of the student body.

Tanya Recer
ELA

The Algebra 1 Team’s collaborative view on what a PLC means to us...

“Algebra I meets together at least once a week in order to accomplish the following:

Discuss TEKS (what do we want the students to learn), lesson plans (how are we going to teach), grading (homework, assessments and projects), problems that any team member might have had or noticed, discipline issues that we may have encountered, planning ahead, etc.

Analyze data.

Brainstorming ways to do what we do better!

PLC means that we are not alone. We have a team devoted to helping all students and teachers. (Whether it is curriculum questions, questions about lesson plans, clarification, staying caught up on campus deadlines, discipline issues, etc).

The Algebra 1 team divides and conquers...we split up the tasks based on individual strengths of team members to be the best team that we can be!

PLC means working together to implement the best teaching practices so that students will succeed.”

“The principles that should be the foundation of a true PLC are, to me, the only principles that can make a school a true success. These principles involve the people who have the perspectives, knowledge, and experience working together to make learning and teaching effective. No one or two people, no matter how intelligent or experienced, can have all the ideas that a PLC can come up with. For teachers, we can learn from each other and have better instruction and materials without having to search for or create it all ourselves. For administrators, I think this method of operating must also be quite beneficial, because again, no one person has ALL the best ideas. Collaboration creates buy-in, a better process and product, plus it can be just plain fun! The most successful changes that have come about in our school over the years, even before we began official PLC processes, have come from many stakeholders working together. I can't imagine working the 34 years that I have without collaboration with my colleagues. A PLC just makes that collaboration more effective.”

Martha Dalby
ELA

“Professional Learning Communities provide a framework that guides our teachers to the meat of what we must do to help every student be successful. It does not allow for excuses. It forces every adult to pay close attention to every student's data and respond with a laser-like precision when a student is not learning. We would not have Exemplary and Recognized campuses if we didn't have Professional Learning Communities training and resources as our roadmap to success.”

John Martin
Principal