Building and Sustaining a Science Professional Learning Community

Featuring Teachers²¹ Workshop Trainer
Pauline Allaire-Adams

Professional Learning Communities (PLCs) are structures that bring teams of teachers together on a regular basis to focus on improving student performance and the instructional process. Effective PLCs can transform teacher practice and move teachers beyond the isolation of individual efforts. This workshop focuses on how a PLC can transform science instruction into powerful learning for both teachers and their students. Imagine groups of science teachers specifying learning outcomes, planning quality science lessons, assessing student learning, and taking action when students do not learn. As part of a PLC, teachers become researchers in their own classrooms by exploring student thinking and sharing their findings with their colleagues.

Participants will:

• Examine the characteristics of effective PLCs.
• Explore a variety of models that can be used to implement PLCs.
• Experience working as a collaborative team to examine student work and develop action plans to insure the success of all students in Science.

Pauline Allaire-Adams has taught all levels of high school biology and mathematics. Her experience as a science teacher and department chair made her a fitting appointee to the State MCAS Assessment Development Committee. Pauline works with teachers to deepen and expand their science knowledge and repertoire of instructional strategies. At Teachers²¹, she has established a reputation for sound consultation on science and math instruction, the formative-assessment process, and preparing students for the Biology MCAS.
**DIRECTIONS TO MSSAA**

For written directions to our Office please visit: http://www.mssaa.org/directions

**Early Bird Discount**

10% Off!

If we receive your registration
AT LEAST
One month prior to the workshop date

**MSSAA Workshop Registration Policies**

**Cancellation:** Cancellations received up to 72 hours before the workshop will be honored. If you do not cancel and do not attend, you are responsible for full payment.

**Inclement Weather:** If the weather is uncertain, call the MSSAA front desk at (508) 541-7997 or check the website at www.mssaa.org after 6:15 a.m. on the morning of the workshop to check for cancellation.

**Confirmation:** If you have not received a confirming email within a few days of registering, please call Linda at (508) 541-9832. This printed email or your printed, completed online registration confirmation (“Registration Successful!” at the top) is your proof of registration.

**Group Discount:** Schools or Districts registering three or more people at one time qualify for a discount of $20 per person per workshop.

**“Umbrella”**: Teachers may register for the member rate if their building principal is an MSSAA Member.

**Building and Sustaining a Science Professional Learning Community**

**Tuesday, January 31, 2012**

**Fees:** Member $195/Non-Member $260

Name: ________________________________________________________________

School: _____________________________________________________________ Position: ____________________________

Address: ____________________________________________________________ City: ____________________________ State: ____ Zip: _______

Phone & Ext: ____________________________ Email (mandatory): ________________________________

Program fee includes training, training materials, continental breakfast and lunch!

Total Registration Fee: $_____________________

Check or Purchase Order #: ____________________________

Return this form to: Linda Taylor, MSSAA, 33 Forge Parkway, Franklin, MA 02038, or fax to: MSSAA, Attention: Linda Taylor, (508) 541-9888

Register online at http://mssaa.org/professionaldevelopment

Earn four additional PDPs (per day) by using workshop content in your school or district!

For more information about the additional PDP component, please contact Linda Hayes at the MSSAA Office, (508) 541-7997, or by email at lhayes@mssaa.org. Participants may combine PDPs earned for workshops in the same strand.