

Innovation Configuration:  
Journey to Authentic  
Professional Learning Communities  
2015 - 2018

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# **Journey to Authentic Professional Learning Communities**

“PLCs are about people, practices, and processes – they are not a program. They are fundamentally a change in culture.” (DuFour & Fullan, 2013)

## **Purpose/Intention**

Professional learning by participants is applied in the context of professional practice and is participatory and collaborative in nature. Broward County Public Schools strongly supports the Professional Learning Community (PLC) as the primary method for providing professional learning to staff. Learning is content focused, inclusive of a variety of learning strategies, sustained over time and incorporates the appropriate use of technology to support the learning. Implementation is the transfer of the learning from the professional learning to the work setting. This occurs over time, and requires support for implementation to embed the new learning into practice.

Authentic PLCs provide a process through which adult learners establish a framework for professional growth and development. Teachers throughout Broward engage in PLCs to improve student outcomes at schools throughout the district. PLCs use data to determine student and educator learning needs; develop common team goals; engage in learning to implement research-based strategies and use formative and summative data to evaluate the impact of what was learned and implemented. A goal of Broward Schools’ BEST (Beyond Expected Student Targets) initiative is to establish and ensure authentic PLCs in all assessed grades/subjects and K-2. CARE (Curriculum, Assessment, Remediation and Enrichment) Cycles provide further structure of the work of PLCs by guiding team conversations and plans for learning in Curriculum, Assessment, Remediation and Enrichment.

## **Needs Assessment**

In 2013, PDSS developed and disseminated a revised Professional Learning Community (PLC) model, including an innovation configuration (IC) to guide its implementation. The IC survey was structured to directly reflect the seven key components and behaviors associated with implementing PLCs outlined in the IC, at five levels along a continuum of continuous improvement. Components included:

1. Use data to determine student and educator learning needs.
2. Establish common team goals for educator and student learning.
3. Engage in professional learning.
4. Implement research-based strategies.
5. Use formative and summative data to evaluate the impact.
6. Develop and sustain a collaborative culture.
7. Follow procedures and structures.

To determine the degree to which each component was implemented, Talent Development administered a series of three online IC surveys in August 2013 (baseline), December 2014 (midpoint), and June 2015 (endpoint) to gauge levels of behaviors described in the IC (from 1 to 5). The number of respondents was 511 at baseline, 444 at midpoint, and 1,709 for the most recent survey. Over 96% of schools were represented by either a PD administrator or instructional facilitator, yielding a margin of error of approximately  $\pm 3\%$ . A descriptive analysis determined the average response for each desired outcome at all three time points.

The evidence suggests improvement in all seven areas. Respondents were more likely to report a higher level of the continuum for all seven components at the endpoint administration of the survey than at midpoint, and higher at midpoint than at baseline, indicating continuous improvement across all three time points. The element with the lowest rating at baseline and endpoint was (1) *Use data to determine learning needs*, calling for a need for more professional learning and support in this area. The component with the most improved ratings was (2) *Establish common team goals*, suggesting that the support provided in this area was highly effective and should continue. The components with the highest ratings across all three administrations were (6) *Develop and sustain a collaborative culture* and (7) *Follow procedures and structures*, suggesting that less support may be needed for these components. Results are summarized in Figure 2, below.

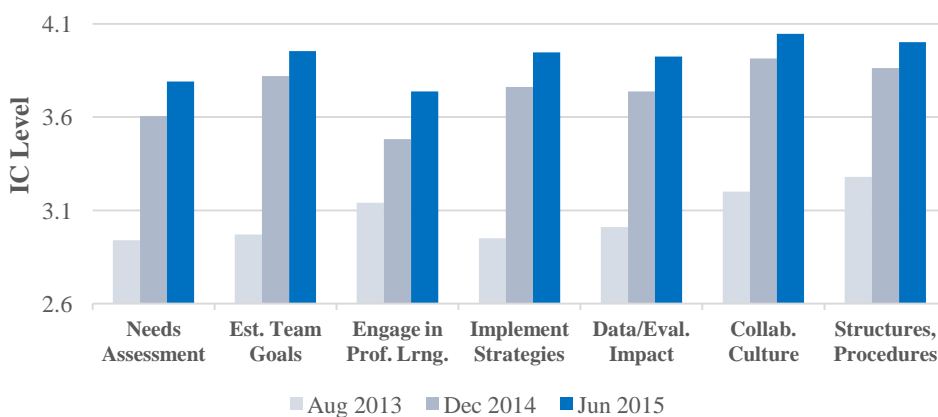


Figure 2. IC Survey results by component, August 2013 – June 2015.

In response to the needs indicated by the survey analysis, PDSS has revised this Innovation Configuration toward a focus on Desired Outcomes for teachers (1.0) and teams (2.0), and set the target for all Desired Outcomes to 4.5. Evidence-based revisions to each Component are listed in Table 1, below.

Table 1. Map of Components (2013 – 2015) and Desired Outcomes (2016 – 2018)

<b><u>IC Components, 2013 – 2015</u></b>	<b><u>Change in Level, 2013 – 2015</u></b>	<b><u>Desired Outcomes, 2016 – 2018</u></b>
1. Use data to determine student and educator learning needs.	<b>Level:</b> Increased from 2.9 to 3.8; improved, but remains the lowest rated component. <b>Action:</b> Component will receive more emphasis.	1.1, 2.1. Use data to determine position of students in relation to proficiency and educator learning needs.
2. Establish common team goals for educator and student learning.	<b>Level:</b> Improved from 3.0 to 4.0. Support was rated highly effective. <b>Action:</b> Continue to provide support in this area.	1.2. Establish common goals for educator practice and student learning and 1.3. Organizes and designs curriculum focus.
3. Engage in professional learning.	<b>Level:</b> Moved from 3.1 to 3.7. Improved, but teachers need additional support in this area. <b>Action:</b> Emphasize the potential of PLCs as a strategy for professional learning.	1.5, 2.3. Engage in professional learning.
4. Implement research-based strategies.	<b>Level:</b> Increased from 3.0 to 3.9. Improved, but teachers need additional support in this area. <b>Action:</b> Continue to provide support in this area.	1.5, 2.5. Design curriculum and instructional practice with focus on standards to ensure student understanding and mastery of standard-based concepts and skills.
5. Use formative and summative data to evaluate the impact.	<b>Level:</b> Increased from 3.0 to 3.9. Improved, but teachers need additional support. <b>Action:</b> Integrate component into data analysis outcomes.	1.1, 2.1. Use data to determine position of students in relation to proficiency and educator learning needs.
6. Develop and sustain a collaborative culture.	<b>Level:</b> Improved from 3.2 to 3.9. Consistently highest rated component. <b>Action:</b> Continue to provide support new teams.	1.4, 2.2. Lead, support and maintain a culture of collaboration aimed at building capacity in all stakeholders.
7. Follow procedures and structures.	<b>Level:</b> Increased from 3.3 to 4.0. <b>Action:</b> Incorporate procedures into all Desired Outcomes.	Follows procedures and structures in support of all Desired Outcomes.

## **Summary of Desired Outcomes, 2016 – 2019**

A comprehensive review of the Innovation Configuration during the 2015 – 2016 school years resulted in the following audiences and desired outcomes.

### **1.0 Teacher/Individual (pp. 5 – 11)**

- 1.1 Uses data to determine current level of student performance in relation to standard mastery and educator learning needs.
- 1.2 Establishes common goals for educator practice and student learning.
- 1.3 Organizes and designs curriculum focus to facilitate and ensure student understanding and mastery of standards-based concepts and skills.
- 1.4 Leads, supports and maintains a culture of collaboration and reflection aimed at building capacity in all stakeholders with a focus on instructional practice and student standard mastery
- 1.5 Monitors instructional practice and student learning outcomes to continuously and effectively enhance teacher impact and student mastery of rigorous 21<sup>st</sup> Century skills and standards.

### **2.0 PLC Team (pp. 12 – 18)**

- 2.1 Supports and develops all stakeholders to consistently engage in data analysis and disaggregation relative to specified instructional and learning goals and continuously monitors and supports the development of best practices aligned to 21<sup>st</sup> Century Learning.
- 2.2 Provides structures for collaborative practices and reflection that enable opportunities for teams to develop and implement authentic PLC practices with fidelity to achieve the highest level of impact possible.
- 2.3 Provides professional learning opportunities for teams to develop and implement learning.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with the Journey to Authentic PLCs.

1.0 Teacher/Individual			
Desired Outcome 1.1: Teacher/Individual uses data to determine current level of student performance in relation to standard mastery and educator learning needs.			
DATA ANALYSIS Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Consistently gathers and analyzes current data from multiple sources, including analysis of student work, to make observations and inferences about District, school, class, and individual student needs in order to determine instructional and learning needs for the full range of learners.</p> <p>Consistently facilitates and supports colleagues to independently identify trends, patterns and root causes from multiple data sources and perspectives.</p> <p>Consistently shares and collaborates with colleagues the implications of data from multiple sources and perspectives on professional practice and student needs.</p> <p>Consistently engages in analysis of student work as an authentic measure of the instructional impact of individuals and team members on student performance.</p>	<p>Most of the time gathers and analyzes current data from multiple sources, including analysis of student work, to make observations and inferences about school, class, and individual student needs.</p> <p>Most of the time facilitates and supports colleagues to independently identify trends, patterns and root causes from multiple data sources and perspectives.</p> <p>Gathers, analyzes and shares teacher and student data from multiple sources and perspectives.</p> <p>Most of the time engages in analysis of student work as a measure of the instructional impact on student performance.</p> <p>Uses data to predict and determine current levels of proficiency and areas of need for teachers and students.</p> <p>Most of the time, adjusts instruction to meet the needs of all students at varied levels of performance.</p>	<p>At times, uses gathers and analyzes current data from multiple sources.</p> <p>At times facilitates and supports colleagues to independently identify trends, patterns from data sources.</p> <p>At times, adjusts instruction to meet the needs of some students.</p> <p>Relies on limited or outdated sources of data to determine student needs.</p> <p>At times engages in analysis of student work as an authentic measure of the instructional impact on student performance.</p> <p>At times, adjusts instruction to meet the needs of all students at varied levels of performance.</p> <p>At times, implements the instructional strategy selected but with varying levels of fidelity to impact whole class performance.</p> <p>At times, facilitates and supports colleagues to independently identify trends, patterns and root causes from multiple data sources and perspectives.</p>	<p>Rarely or never gathers and analyzes current data.</p> <p>Rarely facilitates and supports colleagues to independently identify trends, patterns from data sources.</p> <p>Rarely administers formative assessment measures before, during or after teaching.</p> <p>Assessment results only minimally affect planning for the instructional needs of students.</p> <p>Rarely or never engages in analysis of student work as an authentic measure of the instructional impact on student performance.</p> <p>Accepts results of school data analysis from colleagues without personal analysis.</p> <p>Rarely or never implements the instructional strategy selected with varying levels of fidelity to impact whole class performance.</p>

<p>Consistently uses ongoing and real-time data sources to monitor, predict and determine current levels of proficiency and areas of focus for teachers and students.</p> <p>Shares and collaborates with colleagues the implications of data on professional practice and student needs.</p> <p>Consistently, implements the instructional strategy selected with a high level of fidelity.</p> <p>Consistently facilitates and supports colleagues to independently identify trends, patterns and root causes from multiple data sources and perspectives.</p>	<p>More often than not implements the instructional strategy selected with a high level of fidelity.</p> <p>Facilitates and supports colleagues to independently identify trends, patterns and root causes from multiple data sources and perspectives.</p>		<p>Does not facilitate or support colleagues to independently identify trends, patterns and root causes from multiple data sources and perspectives.</p>
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**Desired Outcome 1.2:** Teacher/Individual establishes common goals for educator practice and student learning.

SMART GOAL Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Consistently engages in collaborative conversations with colleagues to develop understanding of district, school, team and personal goals to impact instructional practices that will meet identified mastery levels.</p> <p>Creates measurable PLC SMART goal to improve teacher practice and student achievement based on District, school, team, and classroom data.</p>	<p>Uses current data from various data sources to determine effectiveness of teacher practice on student level of standard mastery.</p> <p>Creates measurable PLC SMART goal to improve teacher practice and student achievement based on school, team, and classroom data.</p> <p>Most of the time, gathers evidence of progress towards mastery of predetermined yearlong measurable SMART goal.</p>	<p>At times, uses current data from various data sources to determine effectiveness of teacher practice on student level of standard mastery.</p> <p>Creates measurable PLC SMART goal to improve student achievement.</p> <p>At times, gathers evidence of progress towards mastery of predetermined yearlong measurable SMART goal.</p>	<p>Does not use current data to determine effectiveness of teacher practice on student level of standard mastery.</p> <p>Does not create PLC goal to improve student achievement.</p> <p>Rarely gathers evidence of progress towards mastery of predetermined yearlong measurable SMART goal.</p>

<p>Consistently gathers and documents evidence of progress towards mastery of predetermined yearlong measurable SMART goal to monitor progress.</p> <p>Consistently uses SMART goal to guide planning, action steps and improvement efforts.</p> <p>Consistently focuses on teacher practice and relevant and reliable performance based student artifacts as a measure of alignment with SMART goal and standards mastery.</p>	<p>Uses SMART goal to guide planning, action steps and improvement efforts.</p> <p>Focuses on teacher practice strategies in alignment with SMART goal and standards mastery.</p>	<p>At times, uses SMART goal to guide planning, action steps and improvement efforts.</p> <p>At times, focuses on teacher practice strategies in alignment with SMART goal and standards mastery.</p>	<p>Rarely or never SMART goal to guide planning, action steps and improvement efforts.</p> <p>Does not focus on teacher practice strategies in alignment with SMART goal and standards mastery.</p>
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**Desired Outcome 1.3:** Teacher/Individual organizes and designs curriculum focus to facilitate and ensure student understanding and mastery of standards-based concepts and skills.

**CURRICULUM AND PLANNING Performance Indicators**

Level 4	Level 3	Level 2	Level 1
<p>Consistently facilitates and supports colleagues to examine expectations, deconstruct standards, and develop learning goals including performance measures with the rigor and complexity necessary to progress towards standards mastery.</p> <p>Consistently facilitates and supports the implementation and/or pacing of curriculum to facilitate standards mastery and provide students ample time to learn, practice, and apply skills with rigor to progress towards mastery of 21st Century college and career ready competencies.</p> <p>Examines, uses, and shares extensive knowledge of subject matter concepts, current issues, academic language, District and school initiatives and research to make relevant connections to standards during instruction and extend learning for the full range of learners to meet 21<sup>st</sup> Century College and Career Ready competencies and to ensure learning is appropriate and effective for all.</p>	<p>Collectively examines expectations, unwraps standards, develops learning goals and performance scales intended to depict essential prerequisites and monitoring needed for standards mastery.</p> <p>Collaboratively constructs curriculum pacing to facilitate standards mastery and provide students ample time to learn, practice, and apply skills with rigor to meet 21<sup>st</sup> Century college and career ready fundamentals.</p> <p>Uses broad knowledge of the relationships between subject matter concepts, current issues, academic language, District and school initiatives and research in ways that ensure clear connections and relevance to students.</p> <p>Facilitates and participates in planning sessions that clearly provide systematic opportunities to engage students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p>	<p>Recognizes a common curriculum, but there is little agreement regarding the essential content and skills to be learned and applied by students.</p> <p>Uses a variety of criteria in determining how content should be sequenced and criteria vary from teacher to teacher within the team.</p> <p>At times, uses knowledge of the relationships between subject matter concepts, current issues, academic language, District and school initiatives and research in ways that ensure clear connections and relevance to students.</p> <p>At times, facilitates and participates in planning sessions that clearly provide systematic opportunities to engage students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p>	<p>Plans for and delivers instruction in isolation.</p> <p>Minimal awareness of colleagues' instructional practices or impact on student achievement.</p> <p>Instructional focus is based on teacher preference or historical practice.</p> <p>Rarely or never facilitates and participates in planning sessions.</p> <p>Analysis of student work is not embedded in the continuous improvement cycle used to organize learning and plan instruction.</p> <p>Rarely or never, utilizes assessments results to provide feedback to students and teachers of progress towards rigorous 21<sup>st</sup> Century learning and mastery of standards.</p>

<p>Facilitates and leads planning sessions that consistently focus on providing systematic opportunities to engage students in identifying what they know and need to learn, adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter and learning.</p> <p>Analysis of student work is deeply and consistently embedded in the continuous improvement cycle used to organize learning and plan instruction.</p> <p>Consistently utilizes assessments results to provide feedback to students and teachers of progress towards rigorous 21<sup>st</sup> Century learning and mastery of standards.</p>	<p>Analysis of student work is embedded in the continuous improvement cycle used to organize learning and plan instruction.</p> <p>Utilizes assessments results to provide feedback to students and teachers of progress towards rigorous 21<sup>st</sup> Century learning and mastery of standards.</p>	<p>At times, analysis of student work is embedded in the continuous improvement cycle used to organize learning and plan instruction.</p> <p>At times, utilizes assessments results to provide feedback to students and teachers of progress towards rigorous 21<sup>st</sup> Century learning and mastery of standards.</p>	
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**Desired Outcome 1.4:** Teacher/Individual leads supports and maintains a culture of collaboration and reflection aimed at building capacity in all stakeholders with a focus on instructional practice and student standard mastery.

COLLABORATIVE PRACTICES AND REFLECTION Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Consistently, facilitates supports and leads ongoing action research, analysis of implementation and impact and reflective practice to support student learning and raise the level of standards mastery for all 21<sup>st</sup> Century Learners.</p> <p>Consistently maintains initiative in assuming leadership strategies that focus on maintaining collaboration and self-reflective approaches to positively impact instructional practice and increased standards mastery for all learners.</p> <p>Consistently engages in and fosters reflection among colleagues for school wide impact on continuously increasing student learning and standards mastery.</p> <p>Consistently analyzes norms and protocols to ensure that norms are consistently embedded and protocols are implemented with fidelity.</p> <p>Consistently ensures student mastery and impact of instructional practice are deeply embedded and extend into dialogue.</p>	<p>There is clear evidence that team members reflect to refine individual team practices by comprehensively analyzing current reality to positively impact a full range of learners and current challenges.</p> <p>Planning consistently incorporates self and team reflective practices designed to collectively impact a full range of learners.</p> <p>Consistently engages in reflection with colleagues for school wide impact on continuously increasing student learning and standards mastery.</p> <p>Established norms and protocols are observed more often than not and continuous analysis of implementation and impact of norms is determined cohesively by group members.</p> <p>Ensures student mastery and impact of instructional practice are deeply embedded and extend into dialogue.</p>	<p>At times, engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.</p> <p>At times, planning is done in collaboration with colleagues.</p> <p>There is evidence that team members collaborate to determine current reality and engage in solution-based discussions to isolate targeted best practices that are implemented in with some level of fidelity.</p> <p>Established team norms and protocols are occasionally observed.</p> <p>At times, ensures student mastery and impact of instructional practice are deeply embedded and extend into dialogue.</p> <p>At times, ensures that team gathers research and shares teaching strategies through collective inquiry and defending/rethinking ideas related to team’s SMART goal.</p>	<p>Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.</p> <p>Most of the time, planning is done in isolation.</p> <p>There is minimal evidence that team members talk with each other about current reality and the challenges they face as a team.</p> <p>Teams have developed norms, but rarely discuss or adhere to established protocol.</p> <p>Rarely or never ensures student mastery and impact of instructional practice.</p> <p>Does not ensure that team gathers research and shares teaching strategies through collective inquiry and defending/rethinking ideas related to team’s SMART goal.</p> <p>Does not assume the leadership role to ensure that all team members capture and practice the cycle of continuous.</p>

<p>Consistently ensures that team gathers research and shares teaching strategies through collective inquiry and defending/rethinking ideas related to team's SMART goal.</p> <p>Consistently assumes the leadership role to ensure that all team members capture and practice the cycle of continuous improvement via mentoring and coaching of new and/or developing team members.</p> <p>Consistently understands the connection between the outcomes of team collaboration on student achievement.</p>	<p>Ensures that team gathers research and shares teaching strategies through collective inquiry and defending/rethinking ideas related to team's SMART goal.</p> <p>Assumes the leadership role to ensure that all team members capture and practice the cycle of continuous improvement via mentoring and coaching of new and/or developing team members.</p> <p>Understands the connection between the outcomes of team collaboration on student achievement.</p>	<p>At times, assumes the leadership role to ensure that all team members capture and practice the cycle of continuous improvement via mentoring and coaching of new and/or developing team members.</p> <p>At times, understands the connection between the outcomes of team collaboration on student achievement.</p>	<p>Does not understand the connection between the outcomes of team collaboration on student achievement.</p>
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**Desired Outcome 1.5:** Teacher/Individual monitors instructional practice and student learning outcomes to continuously and effectively enhances teacher impact and student mastery of rigorous 21<sup>st</sup> Century skills and standards.

PROFESSIONAL LEARNING Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>There is consistent evidence of expert knowledge of subject matter, related academic language and academic content standards.</p> <p>Consistently ensures that learning outcomes are clearly articulated to all stakeholders in the team/school, and each student’s attainment of the intended outcomes is carefully monitored to ensure fidelity of implementation and impact on student learning for all adult learning.</p> <p>Consistently facilitates comprehension and articulation of fidelity of implementation and gaps in implementation to ensure a strategic approach to impact instruction and learning.</p> <p>There is consistent and direct evidence that instructional practice is continuously monitored for its impact on student achievement and professional learning is selected and/or designed based on analysis of current instructional practice and student mastery of rigorous standards.</p>	<p>Most of the time there is evidence of knowledge of subject matter, related academic language and academic content standards.</p> <p>Most of the time ensures that learning outcomes are clearly articulated to all stakeholders in the team/school, and each student’s attainment of the outcomes is carefully monitored to ensure fidelity of implementation and impact on student learning for all adult learning.</p> <p>Most of the time facilitates comprehension and articulation of fidelity of implementation and gaps in implementation to ensure a strategic approach to impact instruction and learning.</p> <p>Most of the time, there is evidence that instructional practice is continuously monitored for its impact on student achievement and professional learning is selected based on analysis of current instructional practice and student mastery of rigorous standards.</p>	<p>At times there is evidence of foundational knowledge of subject matter, related academic language and academic content standards.</p> <p>At times, ensures that learning outcomes are clearly articulated to all stakeholders in the team/school, and each student’s attainment of the outcomes is carefully monitored to ensure fidelity of implementation and impact on student learning for all adult learning.</p> <p>At times, facilitates comprehension and articulation of fidelity of implementation and gaps in implementation to ensure a strategic approach to impact instruction and learning.</p> <p>There is some evidence that instructional practice is continuously monitored for its impact on student achievement and professional learning is selected based on analysis of current instructional practice and student mastery of rigorous standards.</p>	<p>There is rarely any evidence of foundational knowledge of subject matter, related academic language and academic content standards.</p> <p>Does not ensure learning outcomes are articulated to all stakeholders in the team/school,</p> <p>Does not facilitate comprehension and articulation of fidelity of implementation.</p> <p>There is little or no evidence that instructional practice is continuously monitored for its impact on student achievement and professional learning.</p>

<b>Data Collection Plan for 1.0. Teacher/Individual</b>			
<b>Teacher/Individual</b>	<b>Instrument/Data Type</b>	<b>Frequency</b>	<b>Responsible for Collecting Data</b>
Quality and Fidelity of Implementation	Support Survey (PLC Members)	2x/year	Facilitators and IFs PDSS Department
	Mid- and End-of-Year Verification Form	2x/year	
	Feedback Form	1x/year	
	Feedback Webinar	1x/year	
Impact on Teacher Practice	Mid- and End-of-Year Verification Form	2x/year	Facilitators and IFs PDSS Department
Impact on Student Achievement	PLC Proposal, including SMART Goal	1x/year	Facilitators and IFs PDSS Department Student Assessment & Research
	Mid- and End-of-Year Verification Form	2x/year	
	Feedback Form	1x/year	
	Student Outcomes aligned w/District Plan	1x/year	

2.0 PLC Team			
Desired Outcome 2.1: PLC Team supports and develops all stakeholders to consistently engage in data analysis and disaggregation relative to specified instructional and learning goals and continuously monitors and supports the development of best practices aligned to 21 <sup>st</sup> Century Learning.			
DATA ANALYSIS Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Team members consistently participate in an ongoing cycle of systematic gathering and analysis of data to identify discrepancies, develop strategies to achieve goals and track improvement indicators.</p> <p>Team consistently gathers and analyzes current data from multiple sources, including analysis of student work, to make observations and inferences about District, school, class, and individual student needs in order to determine instructional and learning needs for the full range of learners.</p> <p>There is consistent evidence that team facilitates and supports colleagues to independently identify trends, patterns and root causes from multiple data sources and perspectives.</p> <p>There is consistent evidence that team shares and collaborates with colleagues the implications of data from multiple sources and perspectives on professional practice and student needs.</p>	<p>Most of the time team members participate in an ongoing cycle of systematic gathering and analysis of data to identify discrepancies, develop strategies to achieve goals and track improvement indicators.</p> <p>Most of the time team gathers and analyzes current data from multiple sources, including analysis of student work, to make observations and inferences about District, school, class, and individual student needs in order to determine instructional and learning needs for the full range of learners.</p> <p>There is plentiful evidence that team facilitates and supports colleagues to independently identify trends, patterns and root causes from multiple data sources and perspectives.</p> <p>There is dependable evidence that team shares and collaborates with colleagues the implications of data from multiple sources and perspectives on professional practice and student needs.</p>	<p>Team members sometimes participate in an ongoing cycle of systematic gathering and analysis of data to identify discrepancies, develop strategies to achieve goals and track improvement indicators.</p> <p>At times team gathers and analyzes data from multiple sources, including analysis of student work, to make observations and inferences about District, school, class, and individual student needs in order to determine instructional and learning needs for the full range of learners.</p> <p>There is some evidence that team facilitates and supports colleagues to independently identify trends, patterns and root causes from multiple data sources and perspectives.</p> <p>There is limited evidence that team shares and collaborates with colleagues the implications of data from multiple sources and perspectives on professional practice and student needs.</p>	<p>Team members rarely or inadequately participate in an ongoing cycle of systematic gathering and analysis of data to identify discrepancies, develop strategies to achieve goals and track improvement indicators.</p> <p>Team rarely or inadequately gathers and analyzes current data from multiple sources, including analysis of student work, to make observations and inferences about District, school, class, and individual student needs in order to determine instructional and learning needs for the full range of learners. Team members use single sources of data to determine needs of whole class.</p> <p>There is little or no evidence that team facilitates and supports colleagues to independently identify trends, patterns and root causes from multiple data sources and perspectives. Team members share data but plan in isolation.</p>

<p>The team consistently engages in analysis of student work as an authentic measure of the instructional impact of individuals and team members on student performance.</p> <p>Team consistently uses ongoing and real-time data sources to monitor, predict and determine current levels of proficiency and areas of focus for teachers and students.</p> <p>Team shares and collaborates with colleagues the implications of data on professional practice and student needs.</p> <p>Team consistently, implements the instructional strategy selected with a high level of fidelity.</p> <p>Team consistently facilitates and supports colleagues to independently identify trends, patterns and root causes from multiple data sources and perspectives.</p>	<p>Most of the time team engages in analysis of student work as an authentic measure of the instructional impact of individuals and team members on student performance.</p> <p>Team uses ongoing and real-time data sources to monitor, predict and determine current levels of proficiency and areas of focus for teachers and students.</p> <p>Team shares and collaborates with colleagues the implications of data on professional practice and student needs.</p> <p>Team regularly implements the instructional strategy selected with a high level of fidelity.</p> <p>Team facilitates and supports colleagues to independently identify trends, patterns and root causes from multiple data sources and perspectives.</p>	<p>The team occasionally engages in analysis of student work as an authentic measure of the instructional impact of individuals and team members on student performance.</p> <p>At times team uses ongoing and data sources to monitor, predict and determine current levels of proficiency and areas of focus for teachers and students.</p> <p>At times team shares and collaborates with colleagues the implications of data on professional practice and student needs.</p> <p>Team sometimes, implements the instructional strategy selected with a high level of fidelity.</p> <p>Team sometimes facilitates and supports colleagues to independently identify trends, patterns and root causes from multiple data sources and perspectives.</p>	<p>There is little or no evidence that team shares and collaborates with colleagues the implications of data from multiple sources and perspectives on professional practice and student needs.</p> <p>The team rarely or inadequately engages in analysis of student work as an authentic measure of the instructional impact of individuals and team members on student performance.</p> <p>Team rarely or never uses ongoing and data sources to monitor, predict and determine current levels of proficiency and areas of focus for teachers and students.</p> <p>Team rarely or never shares and collaborates with colleagues the implications of data on professional practice and student needs.</p> <p>Team does not implement the instructional strategy selected with a high level of fidelity.</p> <p>Team rarely or never facilitates or supports colleagues to independently identify trends, patterns or root causes from multiple data sources and perspectives.</p>
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**Desired Outcome 2.2:** PLC Team provides structures for collaborative practices and reflection that enable opportunities for teams to develop and implement authentic PLC practices with fidelity to achieve the highest level of impact possible.

COLLABORATIVE PRACTICES AND REFLECTION Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>The practices, programs, and policies of the school are continually assessed on the basis of their impact on learning.</p> <p>Staff members continuously work together to enhance their effectiveness in helping students achieve learning outcomes.</p> <p>It is standard practice for the PLC team to routinely follow an agenda, set and follow group norms, use protocols to foster collaborative work, and report and share progress with other teams, and building/district leaders.</p> <p>Consistently, facilitates supports and leads ongoing action research, analysis of implementation and impact and reflective practice to support student learning and raise the level of standards mastery for all 21<sup>st</sup> Century Learners.</p> <p>Consistently maintains initiative in assuming leadership strategies that focus on maintaining collaboration and self-reflective approaches to positively impact instructional practice and increased standards mastery for all learners.</p>	<p>The practices, programs, and policies of the school are regularly assessed on the basis of their impact on learning.</p> <p>Staff members work together to enhance their effectiveness in helping students achieve learning outcomes.</p> <p>The PLC team usually follows an agenda, set and follows group norms, use protocols to foster collaborative work, and report and share progress with other teams, and building/district leaders.</p> <p>Most of the time facilitates supports and leads ongoing action research, analysis of implementation and impact and reflective practice to support student learning and raise the level of standards mastery for all 21<sup>st</sup> Century Learners.</p> <p>Most of the time maintains initiative in assuming leadership strategies that focus on maintaining collaboration and self-reflective approaches to positively impact instructional practice and increased standards mastery for all learners.</p>	<p>The practices, programs, and policies of the school are at times assessed on the basis of their impact on learning.</p> <p>At times staff members work together to enhance their effectiveness in helping students achieve learning outcomes.</p> <p>It is, at times, standard practice for the PLC team to routinely follow an agenda, set and follow group norms, use protocols to foster collaborative work, and report and share progress with other teams, and building/district leaders.</p> <p>Sometimes facilitates supports and leads ongoing action research, analysis of implementation and impact and reflective practice to support student learning and raise the level of standards mastery for all 21<sup>st</sup> Century Learners.</p>	<p>The practices, programs, and policies of the school are rarely assessed on the basis of their impact on learning.</p> <p>Staff members rarely work together to enhance their effectiveness in helping students achieve learning outcomes.</p> <p>It is not standard practice for the PLC team to routinely follow an agenda, set and follow group norms, use protocols to foster collaborative work, and report and share progress with other teams, and building/district leaders.</p> <p>Does not facilitate, support and lead ongoing action research, analysis of implementation and impact and reflective practice to support student learning and raise the level of standards mastery for all 21<sup>st</sup> Century Learners.</p>

<p>Consistently engages in and fosters reflection among colleagues for school wide impact on continuously increasing student learning and standards mastery.</p> <p>Planning consistently incorporates self and team reflective practices designed to collectively impact a full range of learners including identification of vertical and horizontal implementation and impact of increasingly complex and sophisticated integration of skills and knowledge.</p> <p>Consistently analyzes norms and protocols to ensure that norms are consistently embedded and protocols are implemented with fidelity.</p> <p>Consistently ensures student mastery and impact of instructional practice are deeply embedded and extend into dialogue.</p> <p>Consistently ensures that teams have full team participation and sharing of responsibilities.</p> <p>Consistently ensures that team gathers research and the sharing of teaching strategies through collective inquiry and defending/rethinking ideas relating to the team's SMART goal.</p>	<p>Most of the time engages in and fosters reflection among colleagues for school wide impact on continuously increasing student learning and standards mastery.</p> <p>Planning mostly incorporates self and team reflective practices designed to collectively impact a full range of learners including identification of vertical and horizontal implementation and impact of increasingly complex and sophisticated integration of skills and knowledge.</p> <p>Mostly analyzes norms and protocols to ensure that norms are consistently embedded and protocols are implemented with fidelity.</p> <p>Most of the time ensures student mastery and impact of instructional practices is deeply embedded and extends into dialogue.</p> <p>Mostly ensures that teams have full team participation and sharing of responsibilities.</p> <p>Most of the time ensures that team gathers research and the sharing of teaching strategies through collective inquiry and defending/rethinking ideas relating to the team's SMART goal.</p>	<p>At times maintains initiative in assuming leadership strategies that focus on maintaining collaboration and self-reflective approaches to positively impact instructional practice and increased standards mastery for all learners.</p> <p>At times engages in and fosters reflection among colleagues for school wide impact on continuously increasing student learning and standards mastery.</p> <p>Planning at times incorporates self and team reflective practices designed to collectively impact a full range of learners including identification of vertical and horizontal implementation and impact of increasingly complex and sophisticated integration of skills and knowledge.</p> <p>At times analyzes norms and protocols to ensure that norms are consistently embedded and protocols are implemented with fidelity.</p> <p>At times ensures student mastery and impact of instructional practice are deeply embedded and extend into dialogue.</p>	<p>Rarely maintains initiative in assuming leadership strategies that focus on maintaining collaboration and self-reflective approaches to positively impact instructional practice and increased standards mastery for all learners.</p> <p>Rarely engages in and fosters reflection among colleagues for school wide impact on continuously increasing student learning and standards mastery.</p> <p>Planning rarely incorporates self and team reflective practices designed to collectively impact a full range of learners including identification of vertical and horizontal implementation and impact of increasingly complex and sophisticated integration of skills and knowledge.</p> <p>Rarely analyzes norms and protocols to ensure that norms are consistently embedded and protocols are implemented with fidelity.</p> <p>Rarely ensures student mastery and impact of instructional practice are deeply embedded and extend into dialogue.</p>
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<p>Consistently assumes the leadership role to ensure that all team members capture and practice the cycle of continuous improvement via mentoring and coaching of new and/or developing team members.</p> <p>Consistently understands the connection between the outcomes of team collaboration on student achievement.</p>	<p>Most of the time assumes the leadership role to ensure that all team members capture and practice the cycle of continuous improvement via mentoring and coaching of new and/or developing team members.</p> <p>Most of the time understands the connection between the outcomes of team collaboration on student achievement.</p>	<p>Sometimes ensures that teams have full team participation and sharing of responsibilities.</p> <p>Sometimes ensures that team gathers research and the sharing of teaching strategies through collective inquiry and defending/rethinking ideas relating to the team's SMART goal.</p> <p>At times assumes the leadership role to ensure that all team members capture and practice the cycle of continuous improvement via mentoring and coaching of new and/or developing team members.</p> <p>Sometimes understands the connection between the outcomes of team collaboration on student achievement.</p>	<p>Does not ensures that team have full team participation and sharing of responsibilities.</p> <p>Rarely gathers research and the sharing of teaching strategies through collective inquiry and defending/rethinking ideas relating to the team's SMART goal.</p> <p>Does not assumes the leadership role to ensure that all team members capture and practice the cycle of continuous improvement via mentoring and coaching of new and/or developing team members.</p> <p>Does not understand the connection between the outcomes of team collaboration on student achievement.</p>
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<b>Desired Outcome 2.3: PLC Team provides professional learning opportunities for teams to develop and implement learning.</b>			
<b>PROFESSIONAL LEARNING Performance Indicators</b>			
<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<p>Professional learning and development is deeply embedded in the school's culture. It represents a driving force in the daily work of the school. It is so internalized that it can survive changes in key personnel.</p> <p>All staff pursues measurable performance goals as part of their routine responsibilities. Goals are clearly linked to the school's shared vision. Goal attainment is celebrated and staff members demonstrate willingness to identify and pursue challenging stretch goals.</p> <p>Topics for action research arise from the shared vision and goals of the school. Staff members regard action research as an important component of their professional responsibilities. There are frequent discussions regarding the implications of finding as teachers attempt to learn from the research of their colleagues</p> <p>There is consistent evidence of expert knowledge of subject matter, related academic language and academic content standards.</p>	<p>Professional learning and development is most of the time embedded in the school's culture. It represents a driving force in the daily work of the school. It is so internalized that it can survive changes in key personnel.</p> <p>Most staff pursues measurable performance goals as part of their routine responsibilities. Goals are clearly linked to the school's shared vision. Goal attainment is celebrated and staff members demonstrate willingness to identify and pursue challenging stretch goals.</p> <p>Topics for action research arise from the shared vision and goals of the school. Staff members regard action research as a component of their professional responsibilities. There are discussions regarding the implications of finding as teachers attempt to learn from the research of their colleagues</p> <p>There is consistent evidence of expert knowledge of subject matter, related academic language and academic content standards.</p>	<p>Professional learning and development is loosely embedded in the school's culture. It represents a driving force in the daily work of the school. It is so internalized that it can survive changes in key personnel.</p> <p>Some staff pursues measurable performance goals as part of their routine responsibilities. Goals are clearly linked to the school's shared vision. Goal attainment is celebrated and staff members demonstrate willingness to identify and pursue challenging stretch goals.</p> <p>Staff members regard action research as a component of their professional responsibilities. There is some evidence of expert knowledge of subject matter, related academic language and academic content standards.</p> <p>Occasionally ensures that learning outcomes are clearly articulated to all stakeholders in the team/school, and each student's attainment of the intended outcomes is carefully monitored to ensure fidelity of implementation and impact on student learning for all adult</p>	<p>Professional learning and development is rarely embedded in the school's culture. It represents a driving force in the daily work of the school. It is so internalized that it can survive changes in key personnel.</p> <p>Few staff pursues measurable performance goals as part of their routine responsibilities. Goals are clearly linked to the school's shared vision. Goal attainment is celebrated and staff members demonstrate willingness to identify and pursue challenging stretch goals.</p> <p>Staff members do not regard action research as a component of their professional responsibilities. There is little evidence of expert knowledge of subject matter, related academic language and academic content standards.</p> <p>Rarely ensures that learning outcomes are clearly articulated to all stakeholders in the team/school, and each student's attainment of the intended outcomes is carefully monitored to ensure fidelity of implementation and impact on student learning for all adult</p>

<p>Consistently ensures that learning outcomes are clearly articulated to all stakeholders in the team/school, and each student's attainment of the intended outcomes is carefully monitored to ensure fidelity of implementation and impact on student learning for all adult learning.</p> <p>Consistently facilitates comprehension and articulation of fidelity of implementation and gaps in implementation to ensure a strategic approach to impact instruction and learning.</p> <p>There is consistent and direct evidence that instructional practice is continuously monitored for its impact on student achievement and professional learning is selected and/or designed based on analysis of current instructional practice and student mastery of rigorous standards.</p>	<p>Most of the time ensures that learning outcomes are clearly articulated to all stakeholders in the team/school, and each student's attainment of the intended outcomes is carefully monitored to ensure fidelity of implementation and impact on student learning for all adult learning.</p> <p>Most of the time facilitates comprehension and articulation of fidelity of implementation and gaps in implementation to ensure a strategic approach to impact instruction and learning.</p> <p>There is strong and direct evidence that instructional practice is continuously monitored for its impact on student achievement and professional learning is selected and/or designed based on analysis of current instructional practice and student mastery of rigorous standards.</p>	<p>learning.</p> <p>Occasionally facilitates comprehension and articulation of fidelity of implementation and gaps in implementation to ensure a strategic approach to impact instruction and learning.</p> <p>There is some evidence that instructional practice is continuously monitored for its impact on student achievement and professional learning is selected and/or designed based on analysis of current instructional practice and student mastery of rigorous standards.</p>	<p>learning.</p> <p>Does not facilitate comprehension and articulation of fidelity of implementation and gaps in implementation to ensure a strategic approach to impact instruction and learning.</p> <p>There is little evidence that instructional practice is continuously monitored for its impact on student achievement and professional learning is selected and/or designed based on analysis of current instructional practice and student mastery of rigorous standards.</p>
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<b>Data Collection Plan</b>			
<b>PLC Team</b>	<b>Instrument/Data Type</b>	<b>Frequency</b>	<b>Responsible for Collecting Data</b>
Quality and Fidelity of Implementation	Support Survey (Facilitators, IFs, Admins) Mid- and End-of-Year Verification Form	2x/year 2x/year	PDSS Department Facilitators and IFs
Impact on Teacher Practice	Mid- and End-of-Year Verification Form	2x/year	PDSS Department Facilitators and IFs
Impact on Student Achievement	PLC Proposal, including SMART Goal Mid- and End-of-Year Verification Form Student Outcomes Aligned w/District Plan	1x/year 2x/year 1x/year	Facilitators and IFs PDSS Department Student Assessment & Research

<b>Mid- and End-of-Year Evaluation Plan</b>		
<b>Quality and Fidelity of Implementation</b>		
<b>Audience</b>	<b>Mid-Year Evaluation</b>	<b>End of Year Evaluation</b>
Teacher/Individual	Support Survey (Members) Mid-Year Verification Form	Support Survey (Members) Feedback Form Feedback Webinar End-of-Year Verification Form
PLC Team	Support Survey (Facilitators, IFs, Admins) Mid-Year Verification Form	Support Survey (Facilitators, IFs, Admins) End-of-Year Verification Form
<b>Impact on Teacher Practice</b>		
<b>Audience</b>	<b>Mid-Year Evaluation</b>	<b>End of Year Evaluation</b>
Teacher/Individual	Mid-Year Verification Form	Feedback Form End-of-Year Verification Form
PLC Team	Mid-Year Verification Form	Feedback Form End-of-Year Verification Form
<b>Impact on Student Achievement</b>		
<b>Audience</b>	<b>Mid-Year Evaluation</b>	<b>End of Year Evaluation</b>
Teacher/Individual	PLC Proposal, including SMART Goal Mid-Year Verification Form	PLC Feedback Form End-of-Year Verification Form Student Outcomes Aligned w/District Plan
PLC Team	PLC Proposal, including SMART Goal Mid-Year Verification Form	PLC Feedback Form End-of-Year Verification Form Student Outcomes Aligned w/District Plan

## Appendix A. Evaluation Report, 2015 – 2016

Teachers throughout Broward County engage in the Journey to Professional Learning Communities (PLCs), an adult learning structure supported by research to improve student outcomes. PLCs develop common goals, use data to determine learning needs, engage in learning to implement research-based strategies, and use data to evaluate the impact of what was learned and implemented.

The evidence for the impact of Professional Learning Communities (PLCs) on student learning is well documented (Annenberg Institute for School Reform, 2005; Holland, 2005; Louis, Leithwood, Wahlstrom, & Anderson, 2010; and Carroll, Fulton, & Doerr, 2010). A review of PLC studies concluded that “the literature supports the assumption that student learning increases when teachers participate in PLCs.” (Vescio, Ross, & Adams, 2008).

A goal of Broward Schools is to establish and ensure authentic PLCs in all grades/subjects and K-2. To accomplish this goal, the Department of Professional Development Standards and Support (PDSS) provides multiple modes of support throughout the year, including workshops, webinars, publications, and personalized assistance. This report summarizes the, levels of participation, modes of support, self-assessment results, and survey responses for PLCs in 2015 – 2016.

### *Broad Participation*

In the 2015 – 2016 Academic Year, PLCs were established at ALL elementary, middle and high schools in the District, as well as at technical colleges, centers, and administrative departments. Overall, there was an average of 7.1 participants per PLC (*S.D.* = 2.9) and 9.0 PLCs per school (*S.D.* = 4.6). Nearly 15,000 staff participated in 2,100 PLCs at 233 locations (see Table 1).

**Table 1. BCPS PLC Participation, 2015 – 2016**

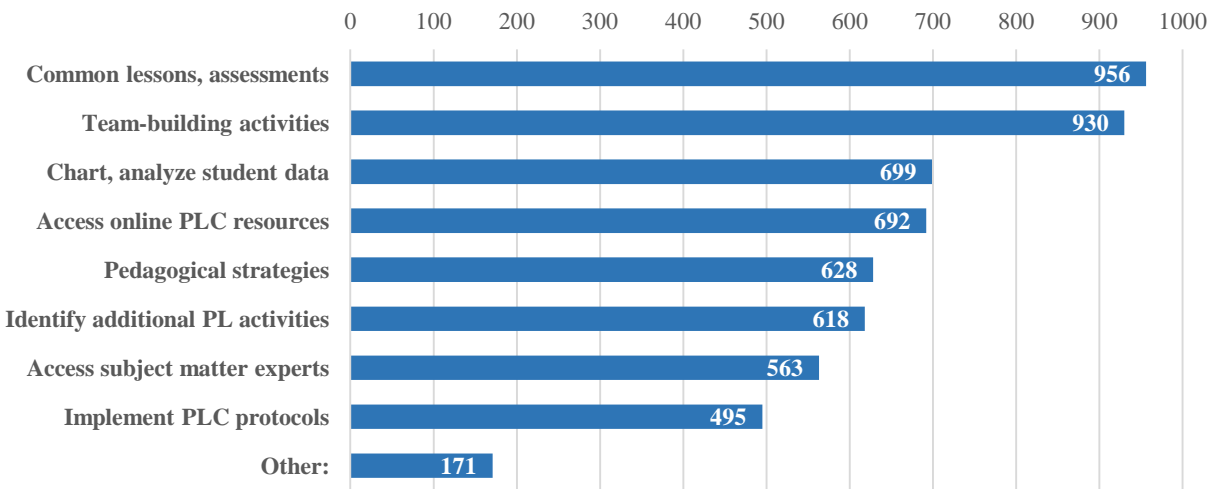
<u>Location Type</u>	<u>Schools</u>	<u>%</u>	<u>PLCs</u>	<u>%</u>	<u>Staff</u>	<u>%</u>
<b>Elementary Schools</b>	138	59%	1,009	48%	7,333	49%
<b>Middle Schools</b>	40	17%	446	21%	2,822	19%
<b>High Schools</b>	29	12%	462	22%	3,113	21%
<b>Centers, Technical Colleges</b>	17	7%	116	6%	951	6%
<b>Community Schools</b>	3	1%	24	1%	213	1%
<b>District Departments</b>	6	3%	43	2%	428	3%
<b>Total</b>	<b>233</b>		<b>2,100</b>		<b>14,860</b>	



## Support Survey

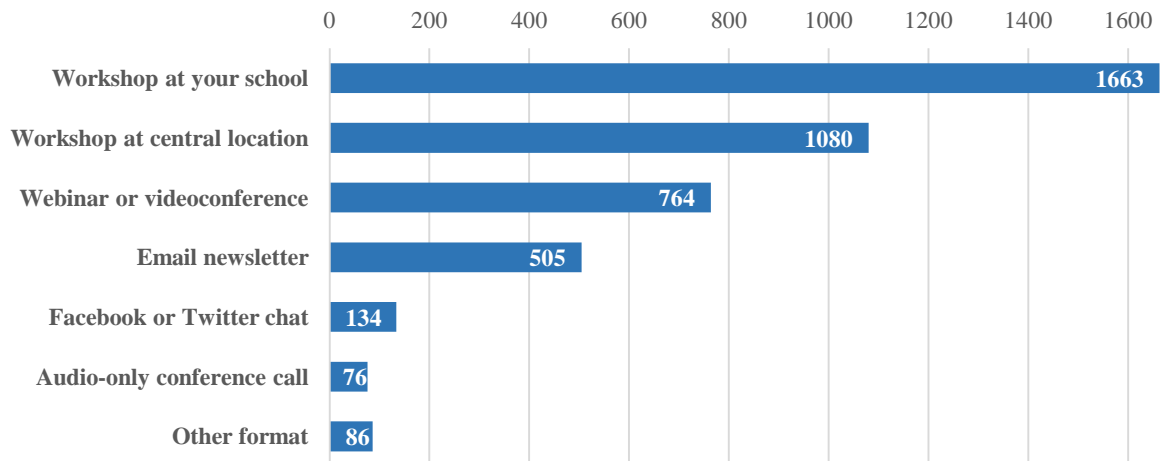
In October, PLC participants were surveyed to gauge their learning needs and preferences, with 2,702 participants responding (margin of error  $\pm 2\%$ ). PLC roles and school levels among the respondents reflected those of the population in general. For learning topics, the top three responses were, “Develop common lessons and formative assessments,” “Team-building activities,” and “Chart and analyze student data.” The least popular response was “Implement PLC protocols,” ostensibly reflecting the fact that this topic had been sufficiently covered in previous workshops. See Fig. 1, below.

**Fig 1. Survey Responses to “I want to learn more about:”**



Respondents also indicated the format in which they preferred to engage in learning about PLCs. The most frequent response was Facilitated Workshop at school or at a central location, Webinar or Videoconference, and Email Newsletter. The least frequent responses were Social Media Chats and Conference Calls (Fig. 2).

**Fig 2. Survey Responses to “I prefer to engage in the following format(s):”**



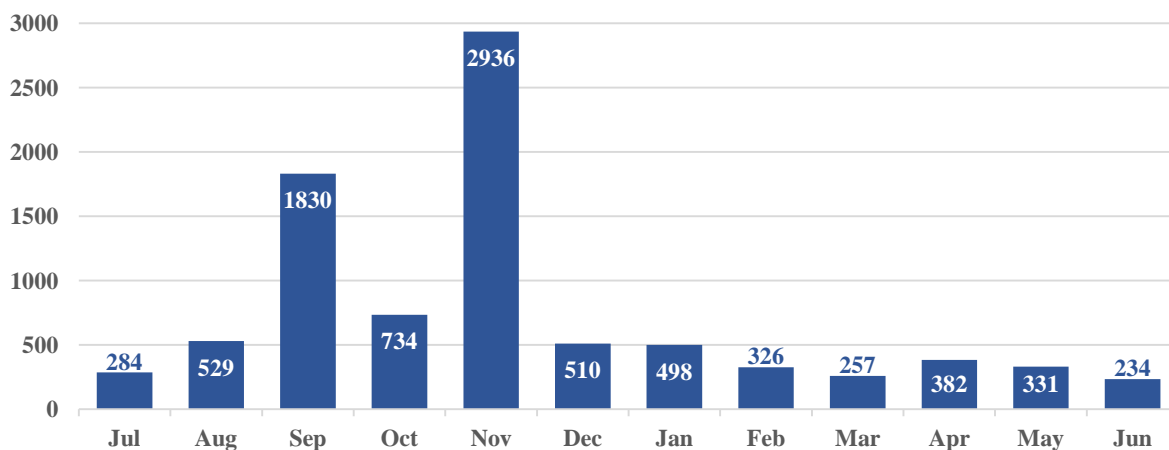
## Multimodal Support

In response to this feedback, PDSS staff focused support efforts on the most requested topics; provided 23 one-on-one, in-person orientations at school sites; instituted a monthly webinar series; established an email newsletter; and continued to offer close-out workshops at a central location. Forms of support provided, and their level of impact, are summarized below.

**Orientation.** To prepare Inservice Facilitators (IFs) to establish and implement the PLC model at their schools, PDSS provided a series of six-hour workshops for new IFs, and three-hour updates for returning IFs, from August to October of 2015. Seventy-one new IFs received training on their roles and responsibilities as the liaison between PDSS and the school's stakeholders, while 230 returning IFs received an update on current PLC requirements and resources.

**Website.** To provide anytime, anywhere resources for PLCs, staff revised and relaunched the support website for The Journey to Authentic PLCs. The site now includes an expanded timeline for planning, learning, implementing and evaluating PLCs, with links to resources to support each phase. The main page of the website received nearly 9,000 hits throughout the year, with an average of about 350 hits per month during the summer months, to a peak of 1,850 hits per month during the fall (see Fig 3, below). The site can be accessed at: <http://www.broward.k12.fl.us/talentdevelopment/html/plc/>

Fig 3. Website Hits, 2015 – 2016



**Webinars.** To further support PLCs, PDSS staff presented two series of webinars. PD Specialists presented nine webinars January 12 – 14 focused on the purposes and processes of the Mid-Year Verification Form, introduced for the first time this year (see details below). Staff presented a second webinar series February 16 – 18 to support PLC Facilitators and IFs with team building strategies. In response to support questionnaires, staff provided workshops on Tuesdays, Wednesdays, and Thursdays, and at 8:00 am, 2:00 pm and 3:00 pm. Tuesday and Wednesday sessions had better attendance than Thursday sessions, and 2:00 pm was the most popular of the three times. A total of 75 participants attended in January and 46 attended in February.

**The PLC Press.** To provide ongoing communication and support with the implementation of the PLC model, and to keep administrators, IFs, and PLC Teams updated on the PLC timeline and support events, PDSS inaugurated and published three editions of *The PLC Press* and distributed it to administrators at every school.

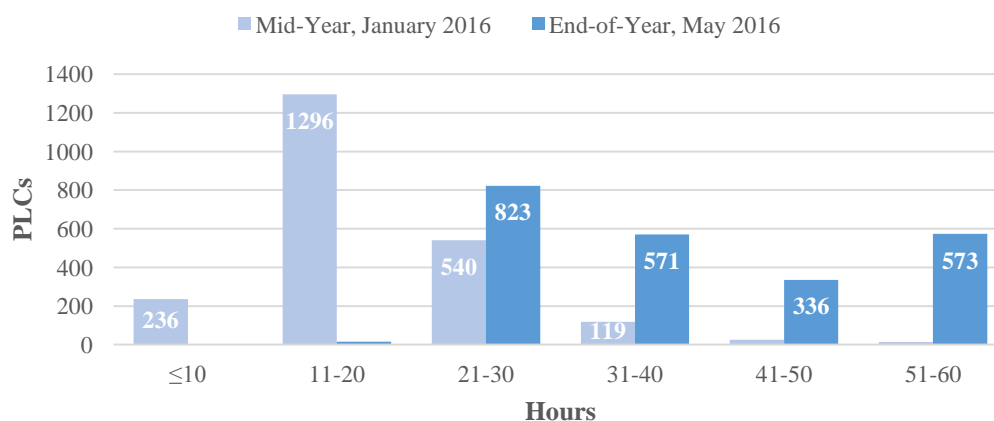
**IF Close-out Sessions.** In May of each year, IFs are required to participate in an in-person, facilitated process through which they use MyLearningPlan to close out PLCs. They confirm that PLC participants have submitted feedback forms and documented sufficient attendance; then, they archive each PLC and award in-service points as appropriate. In May 2016, PDSS Staff facilitated 14 IF Close Out Sessions of three hours each, attended by 275 IFs, for an average of about 20 participants per session.

### Mid- and End-of-Year Verification

Starting in 2015 – 2016, PLCs could choose whether to keep meeting minutes in the District’s professional learning management system MyLearningPlan (MLP), or at their school location. Therefore, to track the progress of PLCs at the middle and end of the year, PDSS designed a Verification Form and made it available to PLC Teams through the shared “Team Room” in MLP. Participants used the forms to update basic information about their PLC, such as minutes documentation method, SMART Goal, number of hours met, adult learning content and formats, and student learning standards addressed. PLC Facilitators or Members completed one Verification Form per PLC and submitted it for approval by their Inservice Facilitator, Administrator, and PD Specialist.

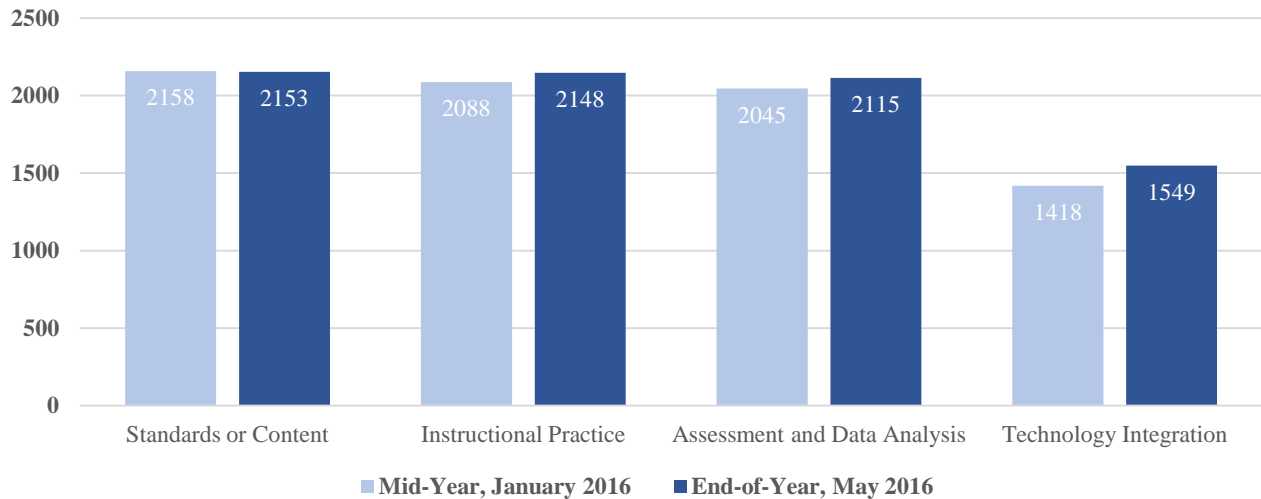
In January 2016, 2,165 PLCs (95%) submitted Mid-Year Verifications. Of these, 62% reported using MyLearningPlan to document their minutes, and 38% kept minutes at their school site. At mid-year, most PLCs (58%) reported between 11 and 20 hours (*mean* = 19.0, *S.D.* = 8.7). In May 2016, 2,322 PLCs (97%) submitted End-of-Year Verifications. At that time, almost all PLCs reported the prescribed range of hours for the year, with 29% completing the minimum 26 hours, 18% claiming the maximum 60 hours, and 52% percent falling in between (*mean* = 39.3, *S.D.* = 12.8). See Fig 4 below for a histogram of PLC hours reported at mid- and end-of-year.

**Fig 4. PLC Hours Reported**



On the Verification Forms, PLC Teams were also asked to indicate one or more adult learning standards they employed in their PLCs. Responses were similar in January and May, with over 90 percent of PLCs reporting Standards or Content (93%), Instructional Practice (93%), and Assessment and Data Analysis (91%), while fewer PLCs focused on Technology Integration (61%). See Fig 5.

**Fig 5. Adult Learning Standards**

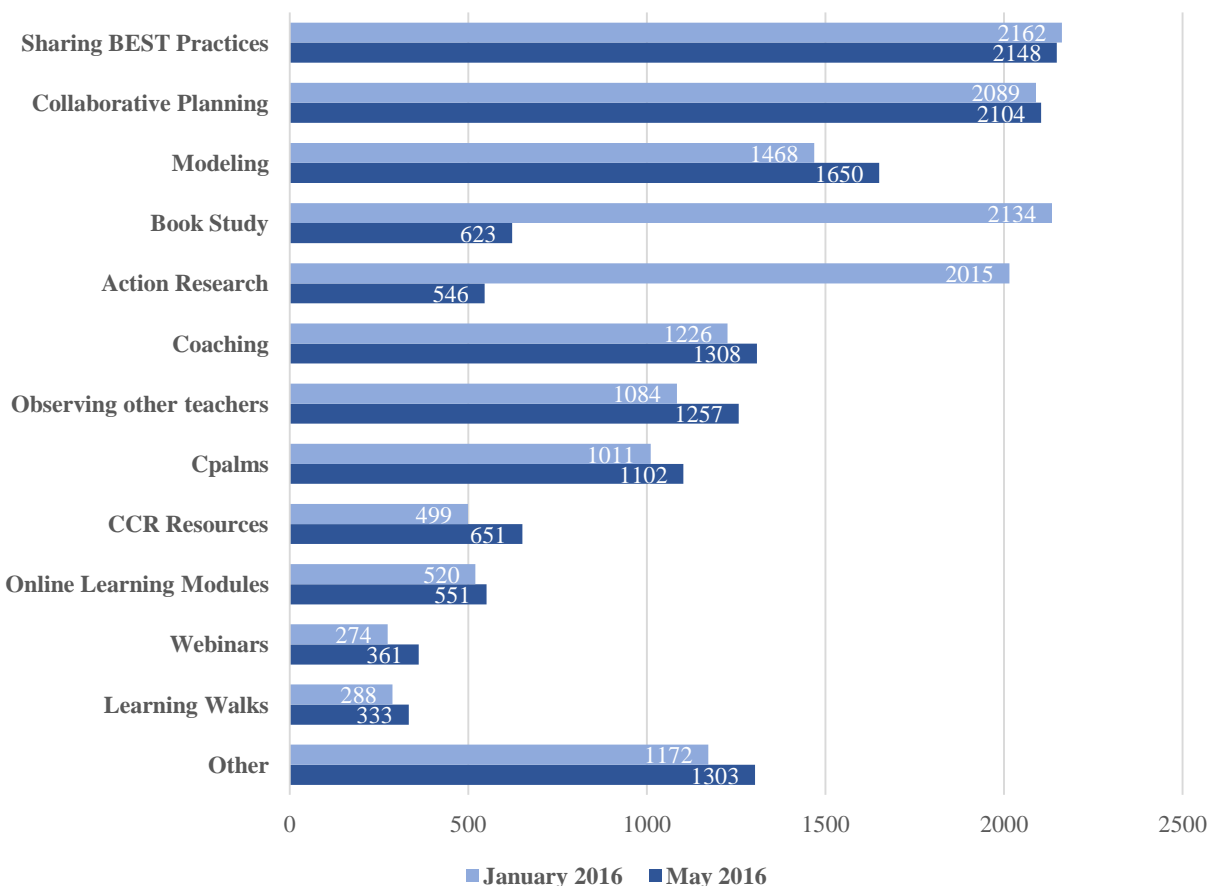


Respondents were also given the opportunity to choose one or more adult learning formats used during PLC meetings. In the middle of the year (reflecting the first semester from August 2015 to January 2016), the most commonly indicated formats were Sharing BEST Practices (a District model for Building and Enhancing School Teams), Book Study, Collaborative Planning, and Action Research; and the least commonly cited formats were College and Career Ready Resources (CCR), Learning Walks, and Webinars.

By the end of the year (reflecting the second semester from January to May 2016), Sharing BEST Practices and Collaborative Planning were still in first and second place as the most commonly cited adult learning formats; however, Book Study and Action Research were no longer major focuses, as Modeling, Coaching, and Observing Other Teachers had climbed to third, fourth and fifth place, respectively. At end-of-year, CCR Resources, Learning Walks and Webinars were still the least commonly cited formats.

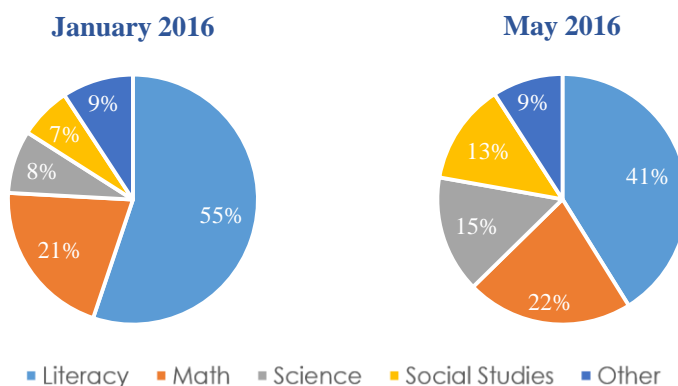
The shift from Book Study and Action Research during the first semester toward modeling, coaching, and observing during the second semester parallels the PDSS recommendation that PLCs begin the year with a focus on planning and learning and transition toward activities focused on implementing and evaluating. For a list of adult learning formats cited at mid- and end-of-year, see Fig 6 on the following page.

**Fig 6. Adult Learning Formats**



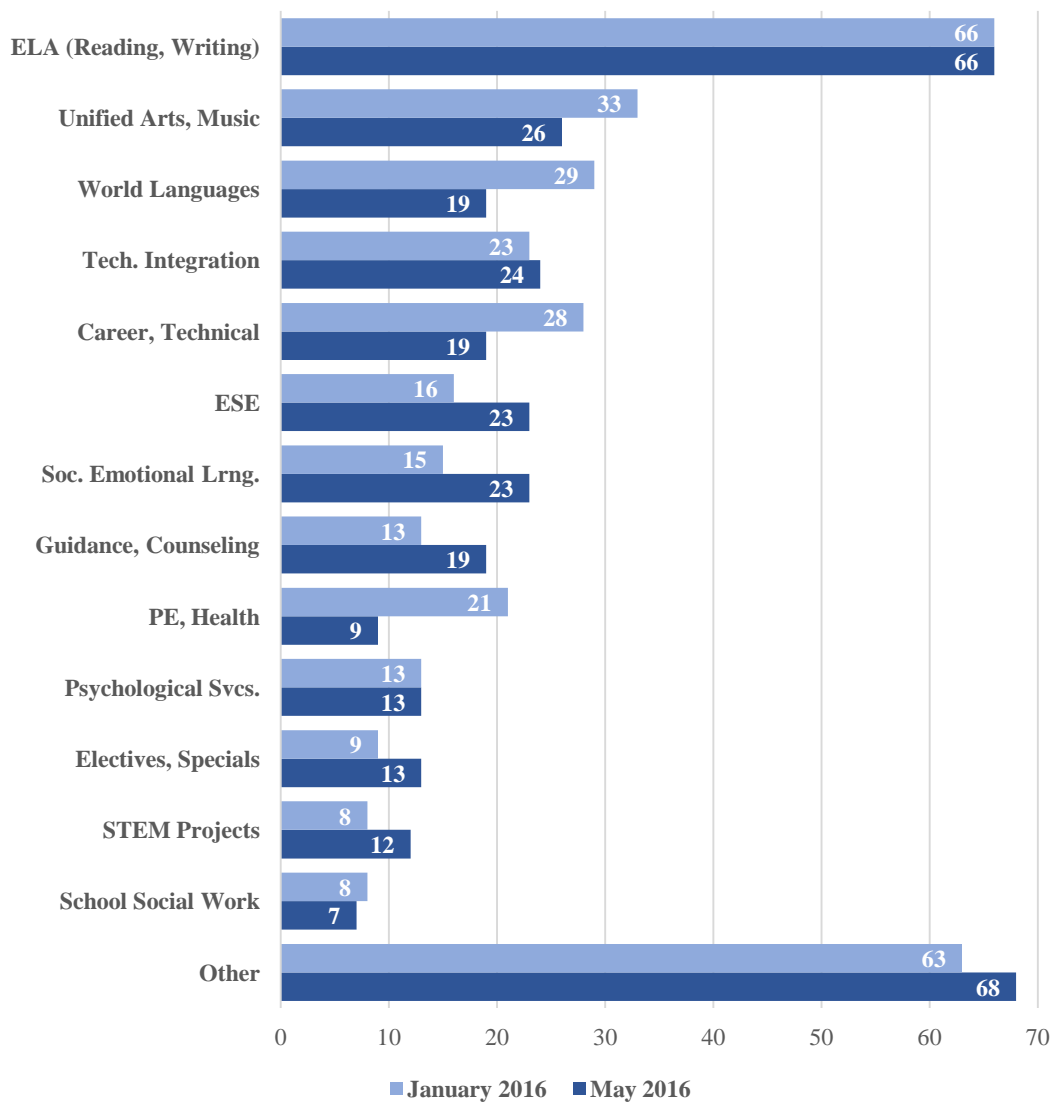
PLC Teams indicated the student learning standard domain of primary focus, choosing one of the four major domains or “Other.” In January, reflecting the first semester, the most common response was Literacy (55%), followed by Math (21%), Science (8%), Social Studies (7%), and Other (9%). By May, corresponding to the second semester, the proportion of PLCs that selected Literacy had decreased to 41%, with gains evenly distributed between Science (15%) and Social Studies (13%). See Fig 7, below.

**Fig 7. Student Learning Standards – Major Domains**



Verification Form respondents also had the opportunity to write in any other student learning standards of focus that were not addressed by the four major domains. About 340 PLCs filled in answers in January and May, and these answers were coded and categorized into groups. At both points in time, the largest group (66 PLCs) wrote in responses with English Language Arts terms (ELA, Literacy, Reading, Writing, or Composition). This was followed by Unified Arts and Music (usually within the same PLC); World or Dual Languages; Technology Education; and Career, Technical, Adult Community Education (CTACE). In all, 55 additional categories emerged. The variety of responses, and specifically the inclusion of differentiated learning topics such as career preparation (8%), ESE (4%), guidance (4%), and ESOL (1%), reveal that PLC members represent a wide diversity of roles, and are customizing PLC topics to meet the diverse needs of their students (Fig 8).

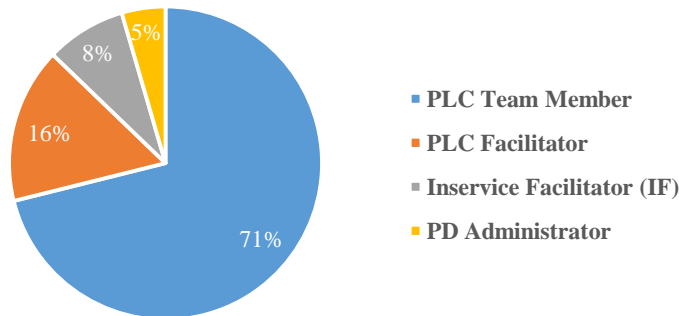
**Fig 8. Student Learning Standards - Other**



## Innovation Configuration Survey

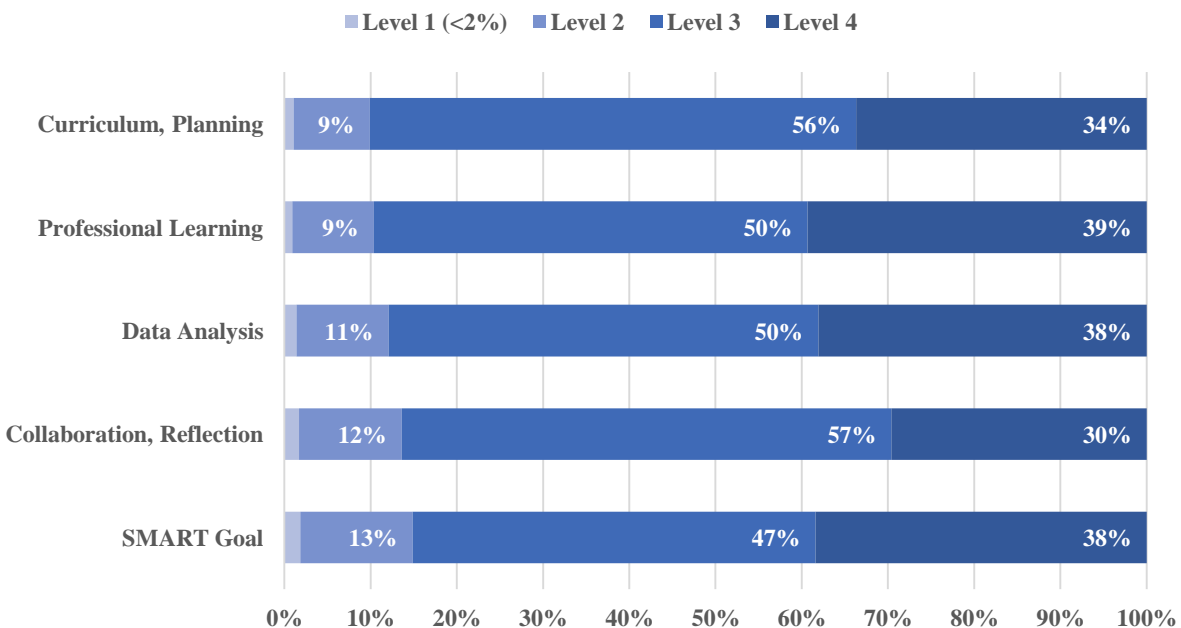
In May and June 2016, at the end of the Academic Year, all participants were invited to rate their progress as individuals, and the progress of their Teams, along the Innovation Configuration (IC) for the Journey to Authentic PLCs. They also rated their level of satisfaction with the topics and types of support provided during the year. PDSS received responses from 2,281 people, with strong representation from the four major roles of PLC participants: 1,622 Team Members, 367 Facilitators, 189 Inservice Facilitators, and 103 PD administrators, for an overall margin of error of  $\pm 1.9\%$  (see Fig. 9, below).

**Fig 9. Survey Respondents by Role (n = 2281)**



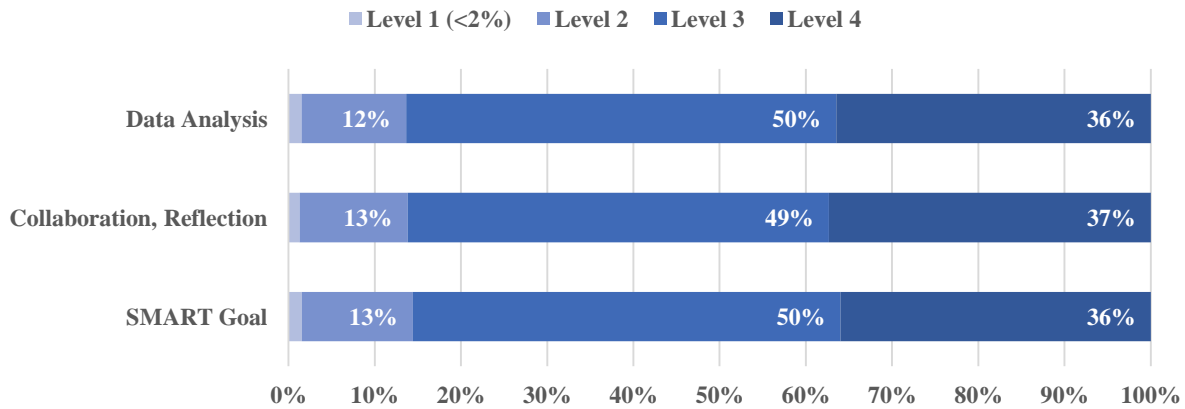
Survey respondents rated their own progress as an individual toward mastery of PLC practices identified in the IC, with 85% – 90% self-identifying as Level 3 or Level 4 in all five areas: Curriculum and Planning, Professional Learning, Data Analysis, Collaboration and Reflection, and establishment of a SMART Goal (see Fig 10).

**Fig 10. PLC Mastery - Individual**



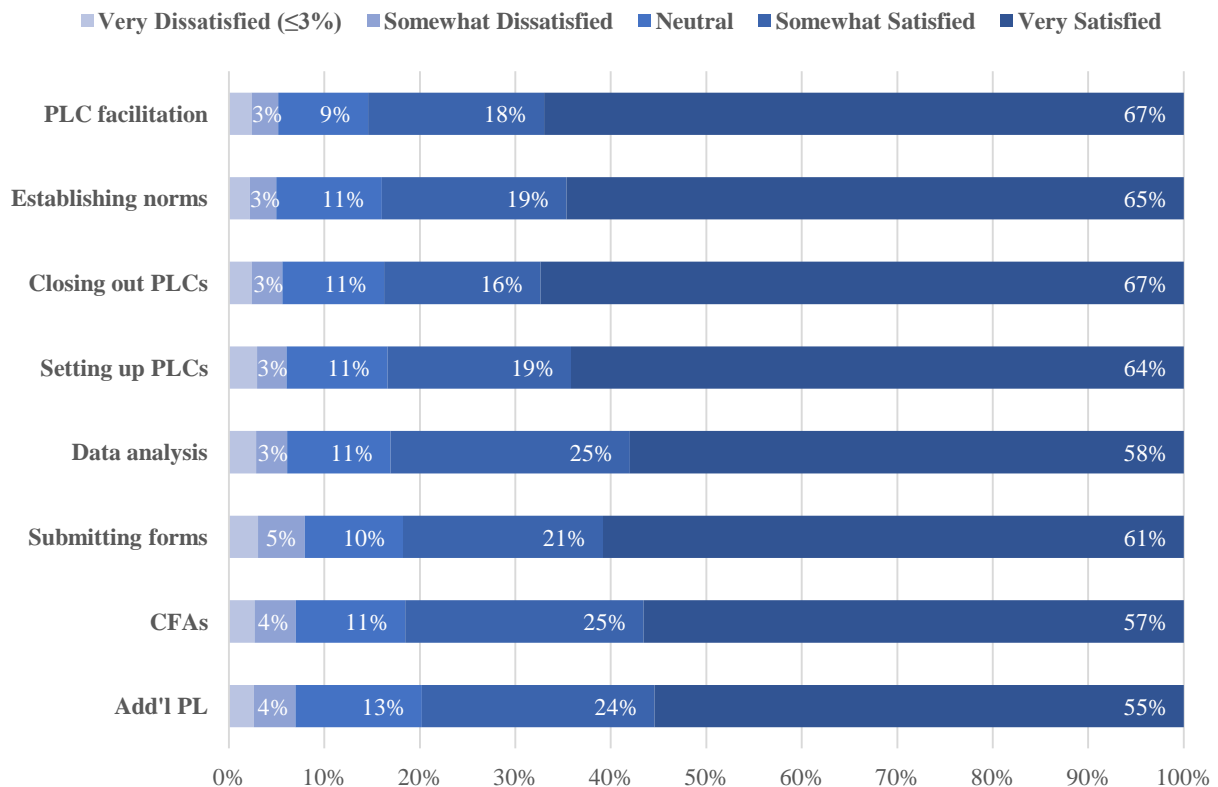
Respondents also rated team progress, with 86% indicating Levels 3 or 4 in all three areas: Data Analysis, Collaboration and Reflection, and establishment of a SMART Goal (Fig 11).

**Fig 11. PLC Mastery - Team**



The survey also provided PLC participants an opportunity to give feedback on the topics addressed by support throughout the year. For all support topics, 80% – 85% of respondents were either Somewhat Satisfied or Very Satisfied. PLC facilitation and Establishing Norms received the greatest number of positive ratings, while Common Formative Assessments (“CFAs”) and Identifying Opportunities for Additional Professional Learning (“Add'l PL”) received the least (see Fig 12).

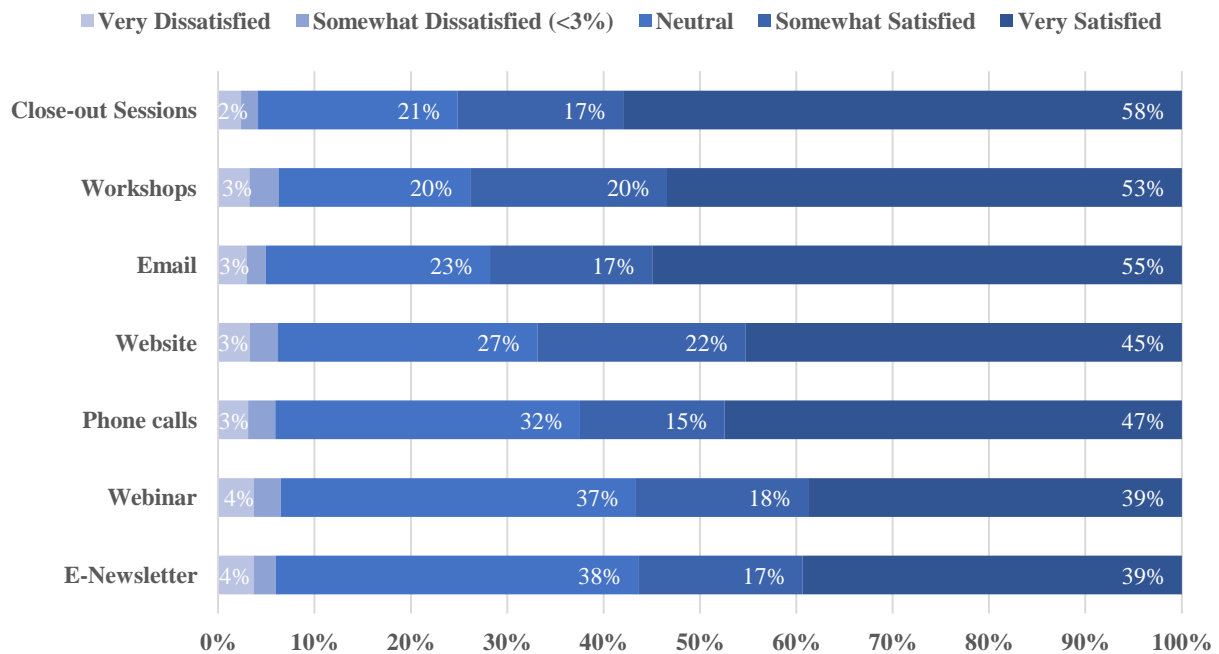
**Fig 12. Satisfaction with Support by Topic**





With regard to modes of communication through which they received support, satisfaction ranged from 56% – 57% for E-Newsletter and Webinars, to 74% – 75% for face-to-face close-out sessions and workshops respectively, indicating a preference for in-person workshops where possible (Fig 13).

**Fig 13. Satisfaction with Support by Mode**



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*Submitted July 20, 2016 by Ted Myers, Research Specialist, Department of Professional Development Standards and Support, Office of Academics.*