

---

## **PLC Discussion**

### **BACKGROUND INFORMATION:**

Following up from the Board Work Session on Monday, April 23, this report provides the Board an update and current status on the 6 proposals that were recommended for consideration to the Superintendent of the 15 proposals considered by the Time Study Project Team. This material also contains options for the Board to begin discussion and explore possibilities for implementation of PLCs at all levels of the District. The opportunity to ask questions and provide further clarity on these options will be provided during this discussion.

### **RECOMMENDATION:**

It is recommended that the Board engage in a discussion about Professional Learning Communities and the options articulated in this report to advise staff on how the Board would like to proceed with regard to staff proposing a formal request to the Board for their consideration.

# Beaverton School District Professional Learning Communities 2012-2013 School Year Plan

## **Time Study Recommendations: Reported on June 22, 2009** **(6 of 15 recommended for further investigation)**

1. Schedule to maximize instructional time  
Outcomes: Sites have reduced or refined practices, such as sustained silent reading, conferences, advisory, etc. to provide additional instructional time.
2. Prioritize assessments  
Outcomes:
  - a) Implementation of Standards-Based (Proficiency-Based) Learning System
    - Secondary (June 2012): Draft long-term and supporting learning targets for 6-12 in core content areas (ELA, SS, Math, & Science), complete rubrics for assessment of proficiency on long-term learning targets, complete professional development in standards-based learning.
    - Elementary (June 2012): Begin drafting K-5 long-term learning targets and supporting targets in ELA, Math, SS, & Science, and professional development in standards-based learning planned.
  - b) Reduce retesting of students who meet standards on OAKS
    - In 2011-2012, students who exceed standards on OAKS are re-tested only by request/consent of the parent. In 2012-2013, students who meet or exceed standards will be re-tested only by request/consent of the parent.
3. Pilot full day kindergarten programs  
Outcomes: At the present time, twenty-three schools will implement full-day kindergarten for the 2012-2013 school year in preparation for full implementation in the fall of 2015.
4. Provide teachers differentiation training  
Outcomes: ARRA (American Recovery and Reinvestment Act of 2009) funding was used to support Response To Intervention (RTI) training for teachers at the elementary and middle school levels. Additionally, Title II funding has been utilized to provide initial professional development on differentiation at the middle and high school levels.
5. Late start for proficiency- based system  
Outcomes: Recommendation for the 2012-2013 school year.
6. Ten-month school year with weekly PLC time  
Outcomes: This recommendation had promise, but could not be implemented because of conflicts with local districts for athletics/activities; it changed the calendar. This model was proposed to three schools, but was voted down by the school staff at each school.

## **Rationale to Implement District-wide Professional Learning Communities**

The body of research on professional learning communities (PLCs) is overwhelming on the positive effects on schools that implement PLCs with fidelity.

“The most promising strategy for sustained substantive school improvement is building the capacity of school personnel to function as a professional learning community. The path to change in the classroom lies within and through professional learning communities.” (McLaughlin, M., 1995). Teacher quality is the most important factor in student achievement followed closely by school leadership. PLCs facilitate collective leadership focused on high quality teaching practices.

“If there is anything that the research community agrees on, it is this: The right kind of continuous, structured teacher collaboration improves the quality of teaching and pays big, often immediate, dividends in student learning and professional morale in virtually any setting.” (Schmoker, M., 2006)

“Like Fullan and Darling-Hammond, Little found that when teachers engage regularly in authentic ‘joint work’ focused on explicit, common learning goals their collaboration pays off richly in the form of higher quality solutions to instructional problems, increased teacher confidence, and, not surprisingly, remarkable gains in achievement.” (Schmoker, M., 2006)

### **For staff:**

- When staff work together, the typical isolation experienced by teachers and administrators is reduced.
- Staff members engage in powerful learning that enhances knowledge of instructional best practices and increases their effectiveness.
- PLCs support teacher practices that increase student learning and performance.
- Our community is committed to high teacher quality. Time for teachers to work together is critical to teacher learning and improvement.

### **For students:**

- There is a positive correlation between student performance and teachers who report a collaborative professional culture in the school.
- Students benefit from teacher improved practice and time to address individual student needs.

### **For parents:**

- Parents and students benefit from a system where the unique needs of each learner are addressed by a team of professionals.
- Parents and students benefit when the culture and climate of a school is focused on learning.

## **Attributes of PLCs**

- Collaboration: Dialogue that will influence or alter instructional practices, resulting in a positive impact on student learning in the classroom.
- Characteristics of a Professional Learning Community consist of the following:
  - Shared mission, vision, values, and goals
  - Collaborative teams FOCUSED ON LEARNING
  - Collective inquiry into “best practice” and “current reality”
  - Action orientation/experimentation
  - Commitment to continuous improvement
  - Results orientation
- Collaborative structure in which teachers engage in a five-stage cycle consisting of Assessment, Analysis, Consultation, Intervention and Refinement.

## **PLC Implementation Plan/Timeline Recommendation and Options**

### **Staff recommends Option :**

- Consistent implementation across campuses allows for similar expectations for all schools and teacher teams
- Consistent implementation across campuses allows district staff to support work, identify promising practices, and coordinate cross-school work or visitations
- Cost neutral
- No additional burden on school administrators and teachers to manage logistics
- Weekly work contributes to an on-going culture of collaboration and data use in day-to-day work
- Board identified PLCs as a key strategy in Strategic Plan; implementation across the district is critical for standards-based learning system

### **Option 1: Provide time for consistent implementation of PLCs in every school.**

75-minute Wednesday Late Start and extend the School Day by 10 minutes each day - September 2012

#### **Task Outline**

- Goals Articulated for Expected Outcomes (May)
- Develop Training Modules (June-August)
- Provide Training: August Institute with Teacher Leaders (August)
- Self-assessment: All buildings (August)
- Building Level Training (September - early October)
- Report on Student Progress and “take care of rocks in the road” (Nov., January, June)
- Review and Refine Process (Spring/Summer of 2013)

### **Option 2: Provide time for consistent implementation of PLC's in every school**

75-minute Wednesday Late Start, extend the School Day by 10 minutes each day and convert two days (2 of the 4 fall/spring conference days) of conferences into instructional time, therefore providing 2 additional days of instruction into the school calendar. - September 2012

Task Outline: See Option 1 Task Outline above

**Option 3: Hold all schools accountable for engaging teachers in PLCs.**

Provide budget allocations and create scenarios and tools to enable schools to engage every teacher team in 75 minutes of PLC time weekly.

- Schools will pick a model to implement based on their schedule and needs
- Will require upwards of \$3 million to create the time for team collaboration
- May be bi-weekly due to substitute coordination and other logistics

**Option 4: Consider changing the strategic plan specific to modifying or revising our commitment to PLCs.**

# PROFESSIONAL LEARNING COMMUNITIES - PLCs



**DRAFT**

## CORE

Tight	Loose
Common learning targets used in classrooms	Breadth or depth of content as long as student reaches or exceeds target
Instructional tasks must be focused on the learning target(s)	Instructional strategies vary based on the individual needs of students
Teachers define language learning targets when planning instruction	Teachers draft language targets to support student language needs
Core adoption materials used in classrooms	Teachers select supplementary materials to address individual student needs

## ASSESSMENT

**Teachers administer and score common assessments on a regular basis**

Tight	Loose
Teachers use summative and interim assessments and the formative assessment process to identify student learning needs	Teachers determine the timing and type of assessment to identify student learning needs
Assessments aligned to learning targets	Teachers determine the timing and type of assessment to identify student learning needs
Teachers use common rubrics to make summary judgments on learning targets	Teachers select or design rubrics for classroom assessments and tasks
Teachers use assessment information in PLC cycle	Teachers determine the multiple data points used in their PLC
Use of multiple assessments to determine level of proficiency	

## ANALYSIS

**Teachers collaborate to analyze student data and identify learning needs for each student**

Tight	Loose
Must be a regular, calendared, minimum time for teachers to collaborate	Teachers may decide to collect more student data than the minimum
Protocols used for data analysis.	Teachers determine protocols
Facilitator and timekeeper are present	Team agrees to what data will be discussed – may bring additional supportive data
Teams establish a minimum of how often data is collected and the different types of student data collected and analyzed	Membership beyond grade level/subject (ex – SPED and ESL specialists)
Some data points/assessments identified at each level should be consistent	Who serves in the role of facilitator and timekeeper is flexible
The student achievement data is based on learning targets	
Use of multiple data sources in decision-making process, including formative assessment	

## CONSULTATION

**Teachers consult in collaboration teams about how to meet learning needs for each student**

Tight	Loose
Teams set goals for achieving learning targets	Content of the goals (unless school or District determined), how often re-visited, using what measures
Teachers identify professional development needs	Frequency and/or structure of consultation with SPED and ESL teachers is flexible
Team agreements about what interventions will take place	Amount, frequency, and structure of professional development may vary and be differentiated
Focus on instructional strategies that are researched based	Teachers determine goal area based on student data
Agreed upon strategies are about adult actions that meet individual student and/or group needs	Teachers select research based instructional strategy based on student needs
Consultation with SPED and ESL teachers is essential	

## INTERVENTION

**Teachers implement strategies for learning needs and improving individual student growth**

Tight	Loose
Interventions are aligned with learning targets in core instruction	Teams determine intervention timeline(s) and schedule intervention groups (i.e., one on one, small group, whole class)
Interventions are based on student learning needs	
Instructional interventions/strategies are research-based	Teams agree on which research-based interventions/strategies to implement based on student needs
Agreed upon interventions are implemented with fidelity	Teams select from a menu of research based interventions
Interventions are tracked and monitored to determine effectiveness	Teams identify tools to track student progress and growth

## REFINEMENT

**Teachers work together to improve their practice and to strengthen instruction system wide**

Tight	Loose
Teams utilize a variety of protocols to share data and student outcomes publicly.	Teams determine next steps and strategies based on student data.
Teams review and reflect on progress monitoring data to determine which strategies/interventions are working	Teams determine which instructional strategies to pursue based on student data
Teams agree upon refinement in instructional practice in response to progress monitoring data	Teams determine how to share effective instructional practices across the school
Teams celebrate progress with students and staff	Teams determine how to celebrate progress with students and staff