

Overall Value: I Instructional Im Data & Interver Teacher Engag Time & Task C. NEPF Alignmen

3	2	2	2	3	3
3	3	1	1	1	2
2	1	2	2	1	1
5	4	4	4	4	4
4	4	4	3	4	5
3	2	3	3	2	3
5	5	5	5	3	5
5	5	5	4	1	5
3	3	2	1	2	3
5	4	4	3	5	5
3	3	1	3	3	3
5	5	5	5	5	5

Implementation Struggles: What are your biggest challenges regarding PLC implementation (e.g., time constraints, etc.)

Being on two campuses so that I cannot attend every PLC session is a major challenge. The other is getting teacher

There is entirely too much time devoted to PLCs that do not accomplish the core goals of the teaching and learning c

We are still working on teacher buy-in. I do not think this is where my school needs to spend its effort right now. Ima

The main struggle is that every team is at a different place. However, PLC has been valuable. If we didn't have it, the

The biggest struggle is to get buy-in, universally. Realistically speaking, the teachers who have been teaching for de

Basically, from my experience when I was a classroom teacher, have a PLC 2 times a month was beneficial. Grade

Time constraints are a huge hurdle. With required PD and SOR my teachers are having to PLC on their prep time. T

Time. At RCMS we have many PLC groups that need to meet and it is hard to have enough time for everything.

One of the biggest challenges with PLC implementation is teacher buy-in and the ongoing demand on teachers' time

The biggest challenge is maintaining momentum and growth.

Teacher focus and utilization of time

Our biggest challenge is having enough time to address all PLC components while meeting the needs of every stude

teachers who all teach different subjects to collaborate effectively for two whole PLC sessions per week. cycle. There is a lack of trust and faith in the overall process because it constantly reforms and updates with new ideas. If we imagine a Maslow's Hierarchy, PLCs are a self actualization need and most of our teachers are down in physical and safety needs. Teachers would have to do all the PDs and complete all of the expectations on their own time. The way education has been run for decades without PLC do not see the importance of it. However, as the needle moves for those who do have buy in, the most beneficial thing I could have met for is level meetings where teacher's can lesson plan together was by far the most beneficial thing I could have met for.

While I recognize the potential value of meaningful PLC collaboration, many teachers view the additional meeting as a burden.

Thankfully, dedicated PLC "sacred time" allows us to review student data, discuss needs, and determine next steps.

aw directives, agendas, and requirements that do not match the "we are sticking with this" language of the year

ation is now adays, the time is extremely important so that teachers can get the support and collaboration that i
in, it's naturally swaying them, one at a time. Good instruction does not happen without good planning, data and

etings as another responsibility rather than an opportunity for professional growth. Teachers would likely place c

ext steps. Without dedicated PLC time, this work still needs to get done, but it becomes much more difficult to c

before. Most importantly, people at the district level need to come in with a more realistic view of how PLC time

alysis, and reflection. Removing this time from our teachers could be catastrophic for the outcome of our students.

greater value on having additional time for planning, preparation, and addressing individual student needs. I believe

ie is impacting individual schools and levels, not just make a blanket policy for K-12 operations. What may be

nts. Research shows that increased "seat time" for instruction does not automatically result in increased score

ieve our challenge is finding a balance between purposeful collaboration and respecting teachers' time, ensurin

working well in elementary is not functioning at the high school level, because our goals with students and our p

s. Instead, we should be looking at how to leverage the skills of the teachers who are doing well to benefit the

pathways with them are not the same. Giving teachers meaningful time to engage in the teaching and learning

cycle with their peers is great, but we could do this with a common prep meeting once or twice a week in a sev

ren-period day. The way it is currently handled at the high school level places huge burdens on staff and admin

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