



Professional Learning Communities (PLC)

Program Gauge

**Department of Assessment and Evaluation
Clear Creek Independent School District**

Professional Learning Communities (PLC) Program Gauge

Presented to Board of Trustees on June 13, 2022

2022-2023 Board of Trustees	Program Summary Team
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Program Evaluation Information

The purpose of program evaluations, gauges, and summaries in the Clear Creek Independent School District (CCISD) is multi-faceted and shall result in findings, conclusions, and recommendations that:

- Ensure program alignment with District goals and vision;
- Assess strengths and weaknesses of the program;
- Measure the success of the program in meeting its expressed goals; and/or
- Result in improvements in, revisions to, or discontinuation of the program.

Program Gauge – Professional Learning Communities

A program gauge is the periodic process of examining the fidelity and effectiveness of a program that is in a new state of implementation, undergoing a change, or does not have enough data in place to conduct a full program evaluation. A program gauge could be a periodic measurement, a checkpoint in the fidelity of a program implementation, or a snapshot of impact during the implementation.

Alignment to Community-based Accountability Pillars

The following program evaluation aligns with the following pillars of the Community-based Accountability System:

- **Professional Learning and Quality Staff**

Alignment to the CCISD Strategic Plan 2020-2025

- **Inspire Student Achievement, Agency, and Growth**

1. Expanded learning opportunities to foster growth for each learner – the program aims to provide opportunities for lesson extensions and/or interventions.
3. Learning opportunities to ensure each student achieves high levels of learning – the program aims to provide learning opportunities for students that reflect instructional strategies aligned to the essential standards, common formative assessments, and opportunities for extensions and/or interventions.

- **Expand the Organization’s Capacity**

2. Professional learning supports and resources to enhance employee capacity – the program aims to provide professional learning opportunities for administrators, instructional coaches, and teachers through Leaders Learn meetings (admin), instructional coach meetings, and summer professional learning conferences (all staff).
3. A system of professional learning communities to support the growth and development of teachers – the program aims to provide opportunities for teachers to meet with their PLCs to collaborate on topics determined through focused agendas using a set of norms.

Alignment to Superintendent Targets 2021-2022

- **Student Learning and Progress (Engaging First-Time Instruction)**

2. We have highly functioning Professional Learning Communities (PLCs) that commonly source, from available and created assessments, formal and informal data – the program aims for teachers to continue efficient, effective work in campus level PLCs to focus on a results-oriented process.

Fidelity Metric: We have highly functioning Professional Learning Communities (PLCs) that commonly source, from available and created assessments, formal and informal data.

Effectiveness Metric: A formative program gauge, including focus groups, observations, and a review of PLC agendas will yield qualitative observations regarding the effectiveness of PLCs and how to improve them.

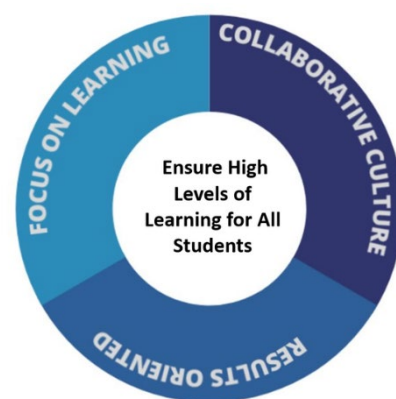
Background Information: Professional Learning Communities (PLCs)

A Professional Learning Community (PLC) is defined by DuFour, et al, authors of *Learning by Doing: A Handbook for Professional Learning Communities at Work*, as: “an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.” (2016).

The foundation of a PLC rests on the four pillars of mission, vision, values, and goals. Two types of change may occur: technical and cultural. Solution Tree experts refer to these changes as skill and will—both of which are needed through the work of a PLC. Skill refers to learning skills while will refers to learning environment. The authors further state that both types of change are essential to improvement.

The Three Big Ideas that Drive the Work of a PLC:

- ☆ A Collaborative Culture and Collective Responsibility--In order to ensure all students learn, educators must work collaboratively and share responsibility for all students.
- ☆ A Focus on Learning--the fundamental purpose of the school is to ensure high levels of learning for ALL students.
- ☆ A Results Orientation--Educators in a PLC stay focused on results--evidence of student learning.



Driving Questions of Effective PLCs:

- ☆ What do we want our students to know and be able to do?
- ☆ How will we know if each student has learned it?
- ☆ How will we respond when some students do not learn it?
- ☆ How will we extend the learning for students who have demonstrated proficiency?

PLC for Leaders Newsletter (captured April 2022)

Elements in a PLC

1. *Educators work collaboratively rather than in isolation, take collective responsibility for student learning, and clarify the commitments they make to each other about how they will work together. (Norms process)*
2. *The fundamental structure of the school becomes the collaborative team in which members work interdependently to achieve common goals for which all members are mutually accountable.*
3. *The team establishes a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills regardless of the teacher to whom they are assigned.*
4. *The team develops common formative assessments to frequently gather evidence of student learning.*
5. *The school has created a system of interventions and extensions to ensure students who struggle receive additional time and support for learning in a way that is timely,*

directive, diagnostic, and systematic, and students who demonstrate proficiency can extend their learning.

- The team uses evidence of student learning to inform and improve the individual and collective practice of its members

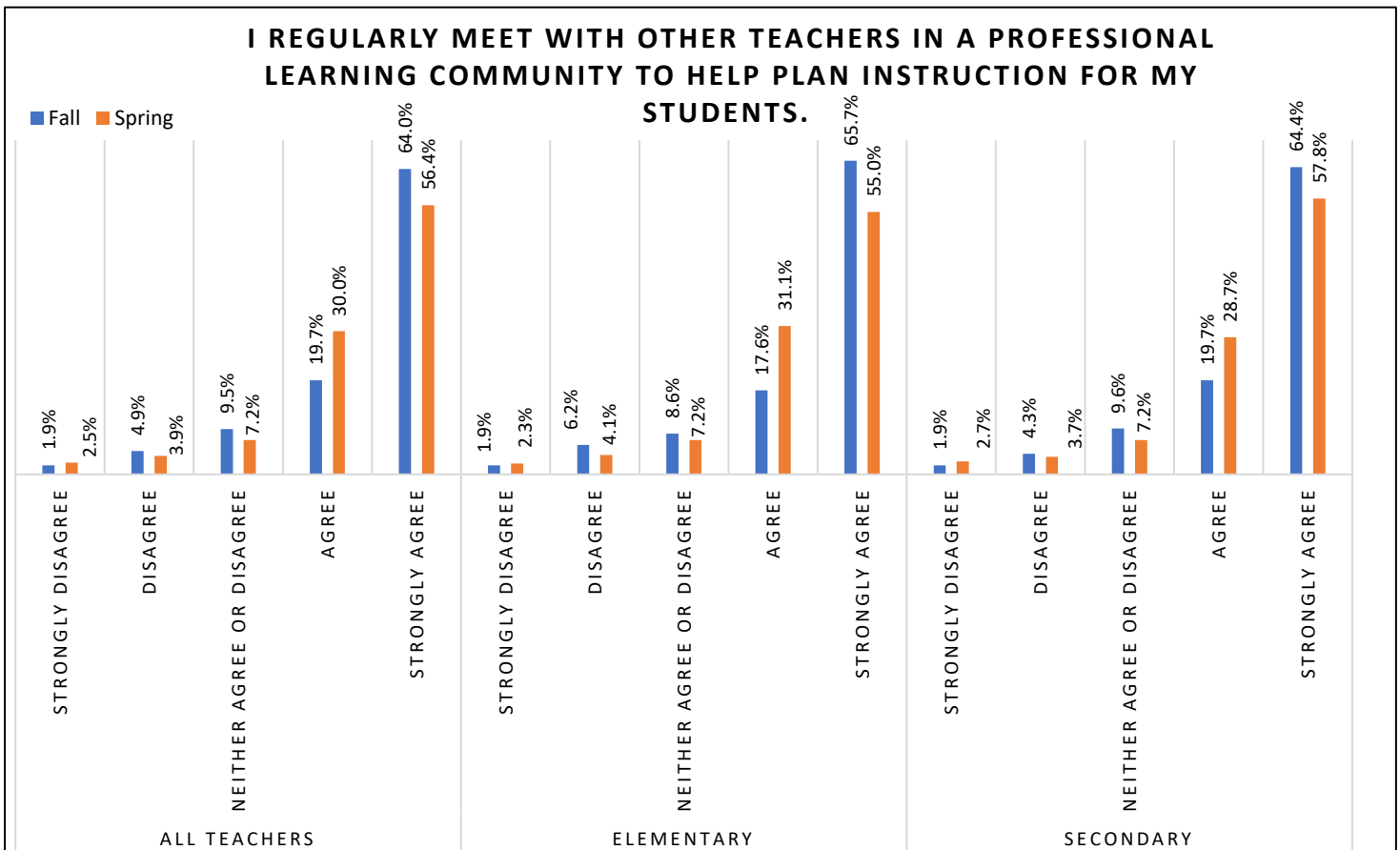
PLC Effectiveness Metrics

The evaluation committee proposed the following methods to gauge the PLC process in CCISD: 1) 2021-2022 Fall and Spring CCISD Performance Survey data; 2) administrator, instructional coach, and teacher (Guiding Coalition members) surveys; and 3) teacher focus groups.

2021-2022 CCISD Performance Survey Results: PLC

In December of 2021 and again in Spring of 2022, CCISD conducted a Performance Survey. Employees, students, and parents were asked to complete the survey. The following questions for employees regarding Professional Learning Communities are shown below.

The graphs are structured in the following order: All Teachers (Fall vs. Spring) and Teachers by level (Fall vs. Spring); STAAR/EOC Teachers (overall) Spring only and STAAR/EOC Teachers by level (Spring only).



All Teachers N=483 teachers in Fall 2021

All Teachers N=1,005 teachers in Spring 2022

Elementary N: Fall=210; Spring=469

Secondary N: Fall=208; Spring=488

*The number of teachers shown by level includes only those who selected a response (Agree/Strongly Agree, Neither Agree nor Disagree, Disagree/Strongly Disagree). These numbers do not include those who selected N/A.

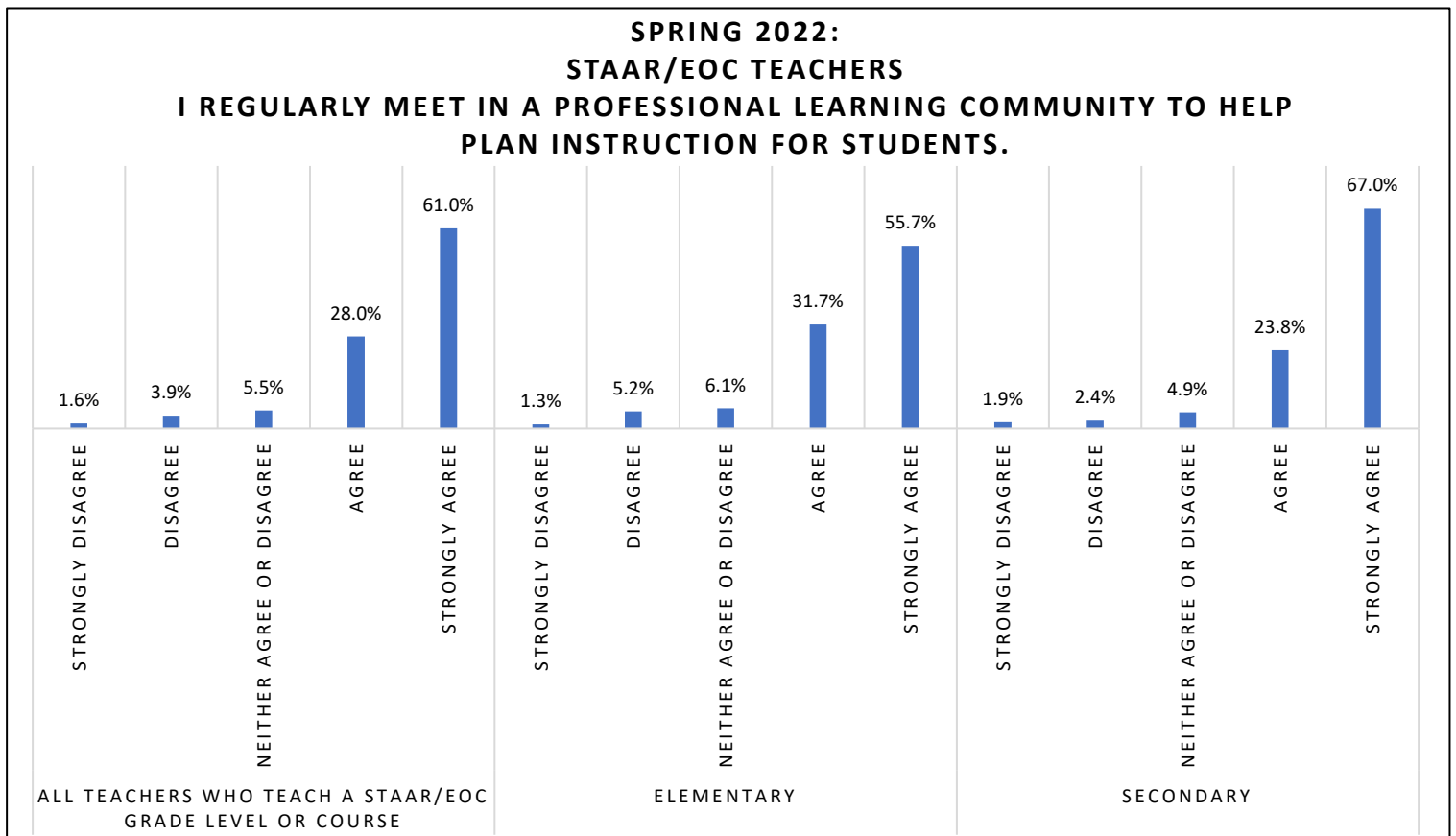
All Teachers Data Summary for the Graph titled: *I regularly meet with other teachers in a Professional Learning Community to help plan instruction for my students:*

In the fall, the combined Agree responses (*Strongly Agree and Agree*) totaled 83.7%, while 9.5% remained neutral, and 6.8% disagreed that they regularly meet with other teachers in a PLC to help plan instruction for their students.

In the spring, the combined Agree responses (*Strongly Agree and Agree*) totaled 86.4%, while 7.2% remained neutral, and 6.4% disagreed that they regularly meet with other teachers in a PLC to help plan instruction for their students.

Teachers by Level Data Summary for the Graph titled: *I regularly meet with other teachers in a Professional Learning Community to help plan instruction for my students:*

From fall to spring, the combined Agree responses (*Strongly Agree and Agree*) for elementary teachers increased from 83.3% to 86.1%; the combined Agree responses (*Strongly Agree and Agree*) for secondary teachers increased from 84.1% to 86.5%.

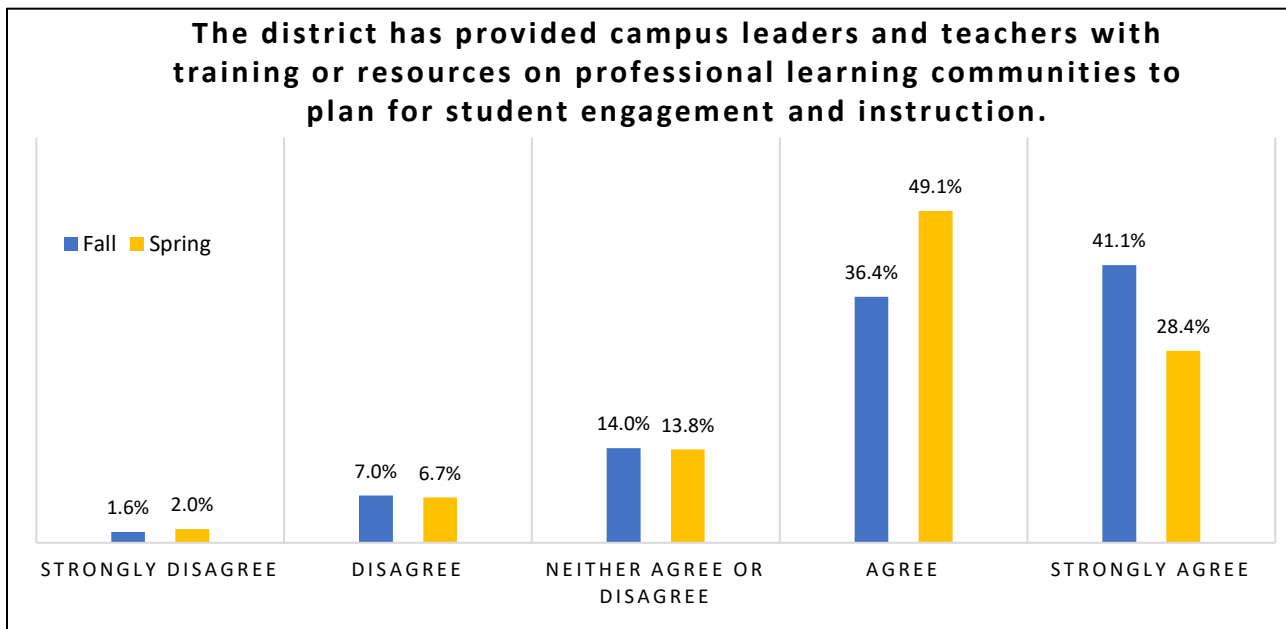


N=436 teachers who stated they teach a STAAR/EOC grade/course (Spring 2022 survey)

Elementary=230

Secondary=206

In the spring, the overall combined Agree responses (*Strongly Agree and Agree*) totaled 89.0%, while 5.5% remained neutral, and 5.5% disagreed that they regularly meet with other teachers in a PLC to help plan instruction for their students. The elementary combined Agree responses (*Strongly Agree and Agree*) totaled 87.4%, while the secondary combined Agree responses (*Strongly Agree and Agree*) totaled 90.8%.



N=664 instructional staff in Fall 2021

N=1,323 instructional staff in Spring 2022

In the fall, the combined Agree responses (*Strongly Agree and Agree*) totaled 77.5%, while 14.0% remained neutral, and 8.6% disagreed that the district has provided campus leaders and teachers with training or resources on PLCs to plan for student engagement and instruction.

In the spring, the combined Agree responses (*Strongly Agree and Agree*) totaled 77.1%, while 13.8% remained neutral, and 8.7% disagreed that they regularly meet with other teachers in a PLC to help plan instruction for their students.

Guiding Coalition

“A guiding coalition is an alliance of key members of an organization who are specifically charged with leading a change process through predictable turmoil. The goal of administrators is to build a culture of collective responsibility. The mission is to equip others to help lead change” (CCISD Professional Learning Department Smore).

The Guiding Coalition consists of a small cadre of staff members. The staff members are typically those who will likely have an influence on their peers. Based on the research in *Learning by Doing*, “in most organizations, who supports an idea is typically more important than the quality of the idea itself. Roughly fifteen percent of the members of an organization are the opinion leaders—people who are so knowledgeable, respected, and trustworthy that their position has a major influence on the rest of the group” (DuFour, et al, 2016, page 27)

Once the Guiding Coalition has been created, the coalition begins to build shared knowledge, agree on a consensus, including the criteria listed below:

1. *All points of view have not merely been heard, but have been actively solicited.*
2. *The will of the group is evident even to those who oppose it.*

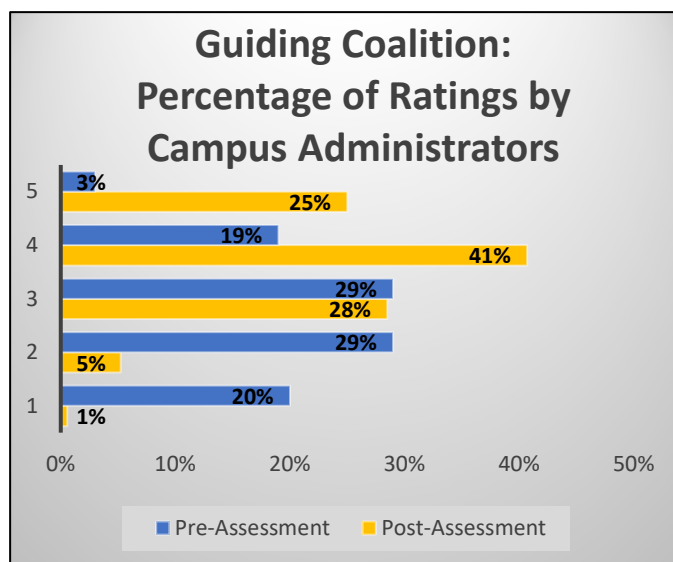
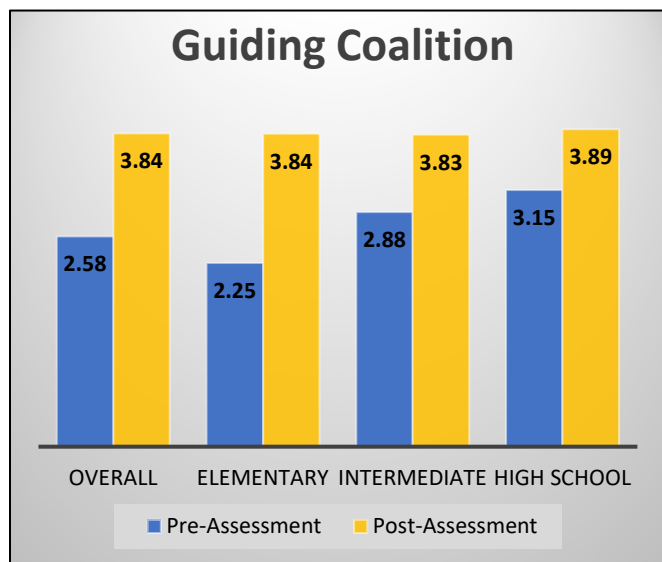
(DuFour, et al, 2016, page 32)

Guiding Coalition: Campus Administrators

The following graphs show the results of the pre- and post-assessments administrators completed at the Leaders Learn meetings regarding the topic: **Guiding Coalition**. The purpose of these assessments was to inform the work. The graphs show overall results and by administrator level in addition to the percentage of ratings. The rubric used for pre- and post-assessments is shown below:

The principal's role with the Guiding Coalition	1	2	3	4	5
Activate Guiding Coalition	I have identified key staff members to include in our guiding coalition		My guiding coalition understands our mission and vision for ensuring success for all students		Guiding coalition members live out the tenets of collective responsibility and are change catalysts on campus
Lead Guiding Coalition	We have planned and/or held our guiding coalition kick-off meeting		We have scheduled meetings throughout the year to help us achieve our goals		We meet regularly to celebrate successes, learn together, problem solve, and identify next steps for our campus
Design learning experiences for Guiding Coalition	My leadership team and I decide on the learning topics for guiding coalition meetings		I survey my guiding coalition for topics for our learning time together		My guiding coalition team members suggest topics for our collaboration and learning together
Provide learning opportunities for whole campus about PLCs/Rtl	I have identified dates for whole staff learning		I have included my guiding coalition as part of my whole staff learning team		My guiding coalition determines topics for, designs, and leads whole staff learning

The graphs below depict the pre-and post-assessment overall average Likert scale scores for the Guiding Coalition form (overall results and by level) as well as a breakdown of ratings.



N (Pre-Assessment)=48

N (Post-Assessment)=43

Guiding Coalition: Instructional Coaches

Instructional coaches expressed that their campuses are in various stages of implementation in terms of Guiding Coalitions. While some are in the beginning stages ranging from the creation of a Guiding Coalition to early stages of the work in a Guiding Coalition, other instructional coaches have shared that they are excited about the work to shift mindsets toward a student-centered, collaborative campus culture. Focusing on student gains and not solely the gaps and shifting from what teachers are teaching to what students are learning are just a few examples of some of the conversations that have occurred in CCISD.

Several comments regarding the impact of Guiding Coalitions from the instructional coaches' perspective have been extracted and are shown below:

- ☆ *This year our biggest focus was building capacity in our guiding coalition. We have supported guiding coalition members in facilitating the PLC collaboration for their teams. Our guiding coalition team has walked through each stage of the assessment-instructional cycle prior to the GC leader facilitating the collaboration with their grade level team. Our guiding coalition has helped craft our school's mission and vision with a focus on learning, established roles and norms, created a team goal, determined an essential standard, unpacked the essential standard into learning targets*, and is working on an implementation plan. Each team has developed a team goal and identified and unpacked their essential standard.*
- ☆ *I am very excited about the work that we have done on our campus to shift mindsets and culture. We have seen huge gains in shifting towards a student centered, collaborative, culture, particularly with our guiding coalition. It has been through doing the work (although imperfect and messy) that teachers have seen the benefit and the need to continue to grow in their understanding and shift practices. When we focus on the gains and not the gaps in our progress, I can see that we have laid a firm foundation for the next steps in our PLC journey.*
- ☆ *We are in the early stages of the PLC work. We have named a guiding coalition but have not dug into the work of PLCs*

**also defined as I Can statements*

Guiding Coalition: Teachers

Survey Data:

What has been the biggest impact of the PLC process on your campus?

Team, students, collaboration, and essential standards were the top four themes that emerged from the comments.

Teachers feel that the opportunities to collaborate with their teams has been more focused on essential standards conversations, which in turn, has resulted in shifts to discuss meaningful, effective learning opportunities to build collective responsibility in reaching all students. A couple of comments included the importance of having a common planning time, which has also contributed to the impact of the PLC process.

Several comments have been extracted to support these top themes:

- ☆ *Shift in collaborative culture - staff are empowered to work together and talk about learning in a deeper way*
- ☆ *Teachers, admin, and instructional coaches are all on the same page about what a PLC is and that the goal is to improve instruction that supports student learning.*
- ☆ *Having time to work toward a common goal both with current grade level and our guided coalition members. This allows teachers to work as a grade level PLC and a guided coalition PLC to discuss where we are now, where we want to be, by what date, and how long it will take until we get there (including ways we will know students are successful and what to do if they are not).*

What are some other “wins” with the PLC process on your campus?

Team, collaboration, student learning, and intentionality in the PLC process are the top four themes that emerged from the comments.

Collaboration through intentionality in instructional strategies, time for reflection, development of norms, and a shift in thinking have changed the culture and been deemed “wins.”

Several comments have been extracted to support these top themes:

- ☆ *Some other "wins" are that teachers are becoming more positive about the PLC process and not seeing it as "one more thing to do," but rather "the work that we do." Teachers realizing they need to be tight on identifying essential standard, etc., but can be loose on how they teach it in the classroom as long as it meets what they discussed success looks like.*
- ☆ *A win is talking, collaborating, and looking closely at the TEKS and prioritizing the TEKS in our grade level. It has helped foster great discussions with our team, and we all are bringing our different views and backgrounds to help prioritize the learning for our students.*
- ☆ *Strength in our instructional leadership team; a few teacher leaders have really stood out; teams and teachers have a voice in our development as a PLC.*

Collaborative Culture

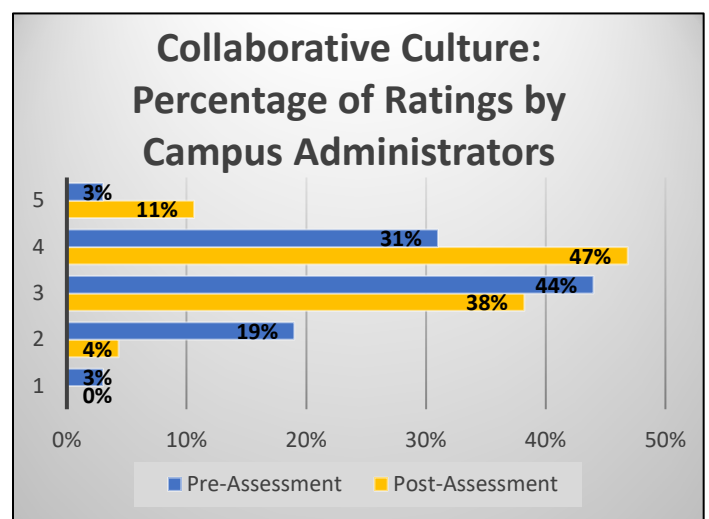
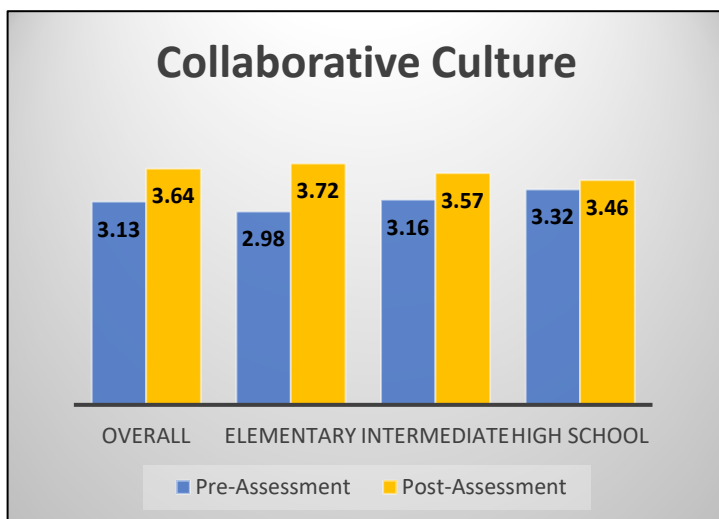


In order to ensure all students learn, educators must work collaboratively and share responsibility for all students. According to DuFour, et, al, “The purpose of collaboration—to help more students achieve at higher levels—can only be accomplished if the professionals engaged in collaboration are focused on the right work.”

Collaborative Culture: Campus Administrators

The following graphs show the results of the pre- and post-assessments administrators completed at the Leaders Learn meetings regarding the topic: **Collaborative Culture**. The purpose of these assessments was to inform the work. The graphs show overall results and by administrator level in addition to the percentage of ratings. The rubric used for pre- and post-assessments is shown below:

Campus Culture						
A focus on teaching and coverage of content	1	2	3	4	5	A focus on teaching and learning and demonstration of proficiency
Teacher interdependence/isolation	1	2	3	4	5	Team interdependence/collaboration
Individual teachers focus solely on the students in their classes	1	2	3	4	5	Collaborative team shares a sense of urgency, shared ownership, and collective responsibility for the success of all learners
Team Culture and Mindset						
Individual teachers attempt to discover ways to improve results	1	2	3	4	5	Collaborative teams of teachers help each other improve
Individual teachers determine priority of standards	1	2	3	4	5	Collaborative teams establish priority standards
Shared ownership	1	2	3	4	5	Instruction and assessment decisions made collectively by building shared knowledge
Celebrations and Recognition aligned with Mission						
Infrequent and/or generic recognition	1	2	3	4	5	Frequent specific recognition and a culture of celebration



N (Pre-Assessment)=28

N (Post-Assessment)=43

Collaborative Culture: Instructional Coaches

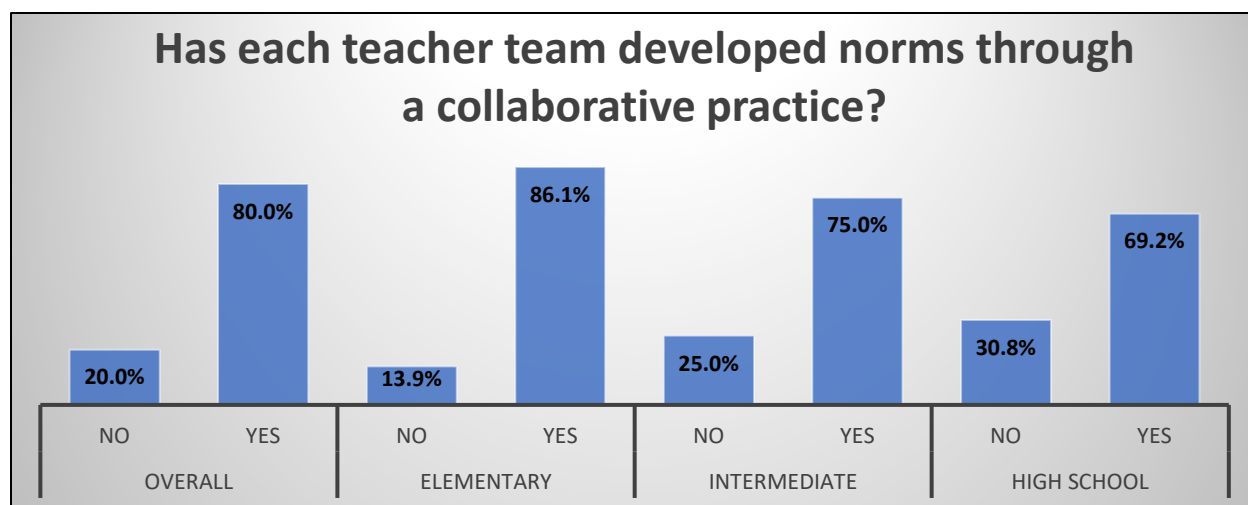
“When done well, norms can establish the trust, openness, commitment, and accountability that move teams from the trivial to the substantive” (DuFour et, al, 2016, page74). Six recommendations are mentioned in *Learning by Doing* regarding norms (DuFour, et, al, page 73):

- ☆ *Each team should create its own norms.*
- ☆ *Norms should be stated as commitments to act or behave in certain ways rather than as beliefs.*
- ☆ *Norms should be reviewed at the beginning and end of each meeting for at least six months.*
- ☆ *Teams should formally evaluate their effectiveness at least twice a year.*
- ☆ *Teams should focus on a few essential norms rather than creating an extensive laundry list.*
- ☆ *One of the team’s norms should clarify how the team will respond if one or more members are not observing the norms.*

Some of the recommendations mentioned above were evident in the comments. Accountability and vulnerability are key elements for all PLC members to ensure time is productive and remains student-centered. Norms can be a fluid process, or as stated specifically from an instructional coach, “*living/breathing elements in our PLCs.*” A need that arose from the comments included revisiting and revising norms as necessary.

A few additional comments have been extracted to support the recommendations above:

- ☆ *At the beginning of the 2021-2022 school year, each PLC worked collaboratively to develop norms for their time together. Did they all do it correctly? No. But they did it and it's what we fall back on when the team is experiencing productive struggle. We have also worked as an instructional coach team to work with PLCs to reflect on and redesign PLC norms in some cases.*
- ☆ *Each PLC is in a different place: some PLCs have mastered this practice, some have not. Most PLCs have norms in place that were co-created, however actually using them and revisiting them is not always true.*
- ☆ *Our teacher teams have developed norms and they meet **but** I do not feel they are operating as PLCs yet. We are still in training.*

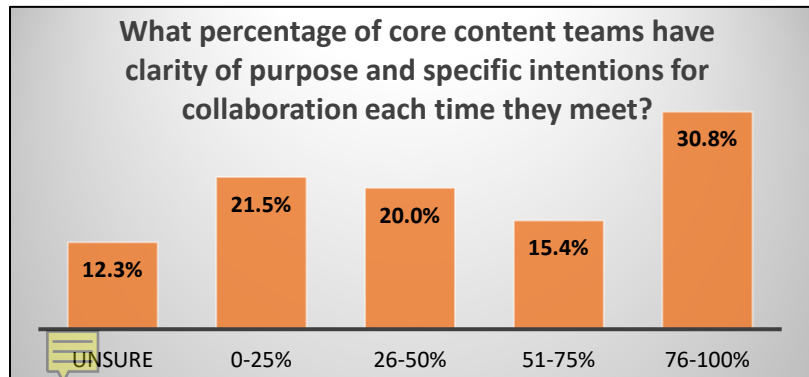


N=65

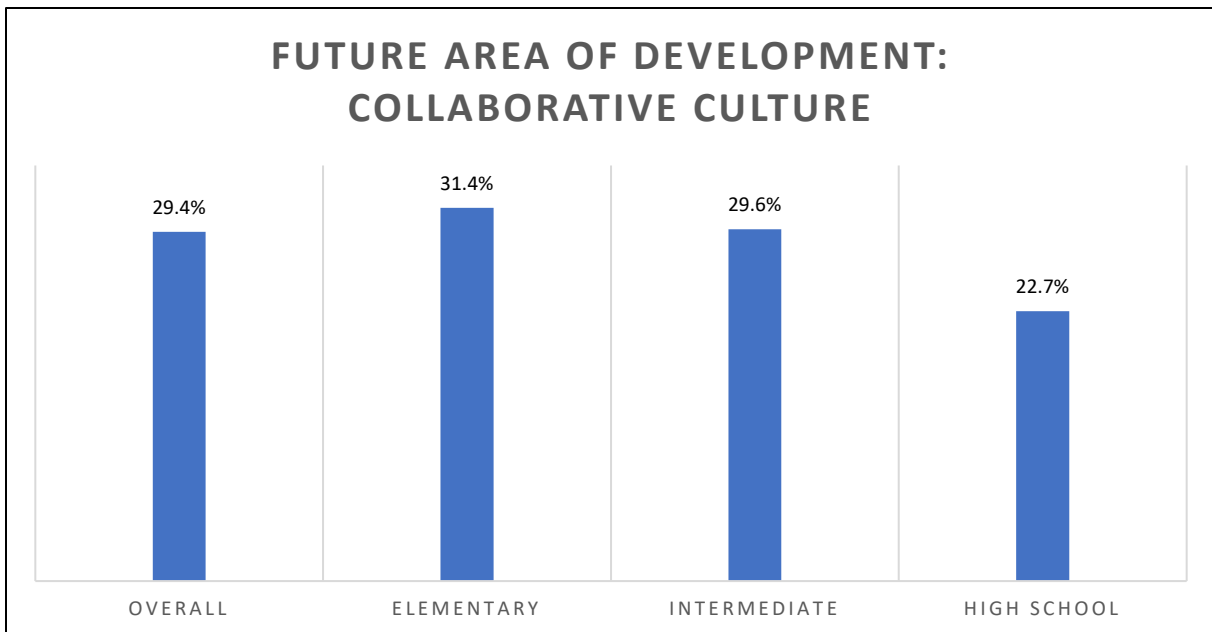
Overall, instructional coaches reported that 80% of teams have indeed developed **norms**.

The following tables depict the number of PLCs that instructional coaches reported that they support, as well as the percentage of core content teams that have clarity of purpose and specific intentions for collaboration each time they meet.

# of PLCs	N
0	4.6%
1-5	27.7%
6-10	52.3%
11-15	12.3%
All	3.1%
Total	65



N=65



N=65

Collaborative Culture: Teachers

Teachers are working towards collective efficacy, ensuring each student on the campus is achieving growth. This will continue to develop through collaborative conversations and vertical team alignment.

Empowering teachers with organic collaboration and crucial decision-making opportunities (toward a common goal) has developed and refined instructional practices in CCISD.

Survey Data:

How has working with your Guiding Coalition to implement PLCs impacted the effectiveness of your collaborative teacher teams?

Teams, work, collaboration, and the Guiding Coalition itself were the top four themes that emerged from the comments.

Teachers feel that through collaborative, reflective conversations and the work of the Guiding Coalition and teacher teams, the effectiveness of collaborative teacher teams has been impacted.

Several comments have been extracted to support these top themes:

- ☆ *I think it has helped to establish that we are working together to do what's best for kids and that admin is supportive of the work that teams are accomplishing together.*
- ☆ *It has further reaffirmed that our team is highly focused and motivated to become better teachers and more responsive to our student needs.*
- ☆ *I believe our Guiding Coalition working to implement PLCs has impacted the effectiveness of collaborative teacher teams in two ways. First, I think it has impacted collaborative teacher teams in a positive way by getting many teams that were not previously on the same page, on the same page. Secondly, I think it has impacted collaborative teacher teams by making some teachers feel like there is more work. I believe this comes from a lack of understanding of the PLC process. Therefore, I believe it is our responsibility as well as the responsibility of the district to make sure each of our teachers are educated on the process. I think trainings like PLCs at work could help with this.*

Focus Group Data:

Describe how working in a PLC has increased your own professional effectiveness.

- ☆ *Having a common goal, purpose, and common planning time*
- ☆ *Shared responsibility of student growth*
- ☆ *Valuable conversations that prompt further discussions to occur*
- ☆ *Deconstruction of TEKS and accountability of learning targets**

Describe how working as a PLC has increased your team's effectiveness.

- ☆ *Establishing trust with one another and the ability to be vulnerable is key*
- ☆ *Identification of essential standards and aligning those to resources and assessments*
- ☆ *Time for planning is essential for teachers*

Several comments have been extracted to support this question (focus groups):

- ☆ *"I feel like as a team that has happened more so with our standards in the selection of essential standards. That process through the PLC has forced us as a team to have a collective idea of what success criteria on a standard looks like. What exactly is a standard asking a student to know, and what it's asking them to do. I think from there it's created an opportunity for my team to plan lessons that are more effective as a group, and then I think the data is more useful."*

- ☆ *"...everybody's on the same page and so that makes the goal even better. So, if it's a specific TEKS, we're focusing on, everybody's focused on that TEKS. We're not going off into different conversations sometimes as it used to be during planning time. We are sharing kids during PMGT, and I think having that PLC to focus on the main mission, data, and the adjustments, it really has a common goal. I think that's what's clear and cut about our team's effectiveness is because we have a clear and common goal. We can get things accomplished more and talk openly about that common goal."*

**also referred to as I Can statements*

What norms or behaviors contribute to the effectiveness of team collaboration?

- ☆ Two campus PLC teams shared that they use code words when a norm is not being adhered to, which serves as a reminder to refocus.
- ☆ Beginning the PLC meeting on time and ending on time was the top norm shared by focus group teachers.
- ☆ Holding each other accountable is another common norm shared by teachers.
- ☆ Being respectful was another common norm among the teacher groups.

The comments below were extracted from teacher focus groups regarding the norms that contribute to the effectiveness of team collaboration:

- ☆ *"...if we want that expectation of being on time and somebody's not and they're not communicating why it is happening, then we want to make sure that we're talking about it because our goal is to hold each other accountable and not just to go along to get along."*
- ☆ *"Our other norm that I think like really sticks out is just holding each other accountable. We will each be accountable to the team by being prepared, following up, and being organized. And that was the conversation that we had ahead of time, which was...how would you like for the team to hold you accountable? And I think that has definitely increased our efficiency because it's helped us kind of get through those difficult conversations where understanding starts to breakdown."*

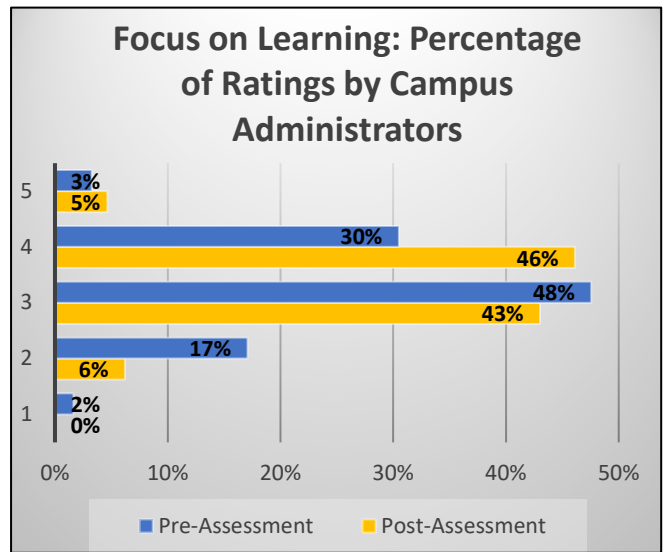
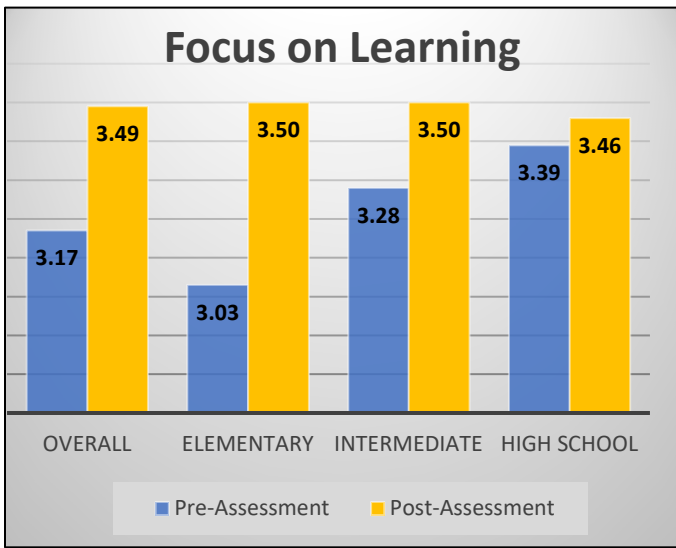
Focus on Learning

“The fundamental purpose of the school is to ensure high levels of learning for ALL students (pg. 11). The entire PLC process is predicated on a deep understanding on the part of all educators of what all students must know and be able to do as a result of every unit of instruction (pg. 113).” (DuFour, et al, 2016).

The following graphs show the results of the pre- and post-assessments administrators completed at the Leaders Learn meetings regarding the topic: **Focus on Learning**. The purpose of these assessments was to inform the work. The graphs show overall results and by administrator level in addition to the percentage of ratings. The rubric used for pre- and post-assessments is shown below:

Focus on Learning: Campus Administrators

Narrow the Focus						
Individual teachers assign priority to different learning standards	1	2	3	4	5	Collaborative teams establish the priority of respective learning standards
Clarifying Understanding						
Individual teachers determine what standards/TEKS mean	1	2	3	4	5	Collaborative teams build shared knowledge and understanding about essential standards
Individual teachers determine what is considered mastery of the content	1	2	3	4	5	Collaborative teams agree upon success criteria to determine mastery of essential standards
Develop Common Checks for Understanding						
Individual teachers create assessments covering a wide array of material and given at teacher preferred timeline	1	2	3	4	5	Team develops formative assessments focused on essential learning and commits to consistent implementation timeline
Each teacher determines the criteria to use in assessing student work	1	2	3	4	5	Collaborative teams clarify success criteria and ensure consistency among team members when assessing student work
Designing Engaging Learning Experiences						
Privatization of practice						Open sharing of practice
<i>Teachers design learning experiences for students based on their own experience and understanding of best practice</i>	1	2	3	4	5	<i>Collaborative teams share their ideas for engaging learning experiences for students. Teachers have autonomy to design learning experiences for their students</i>

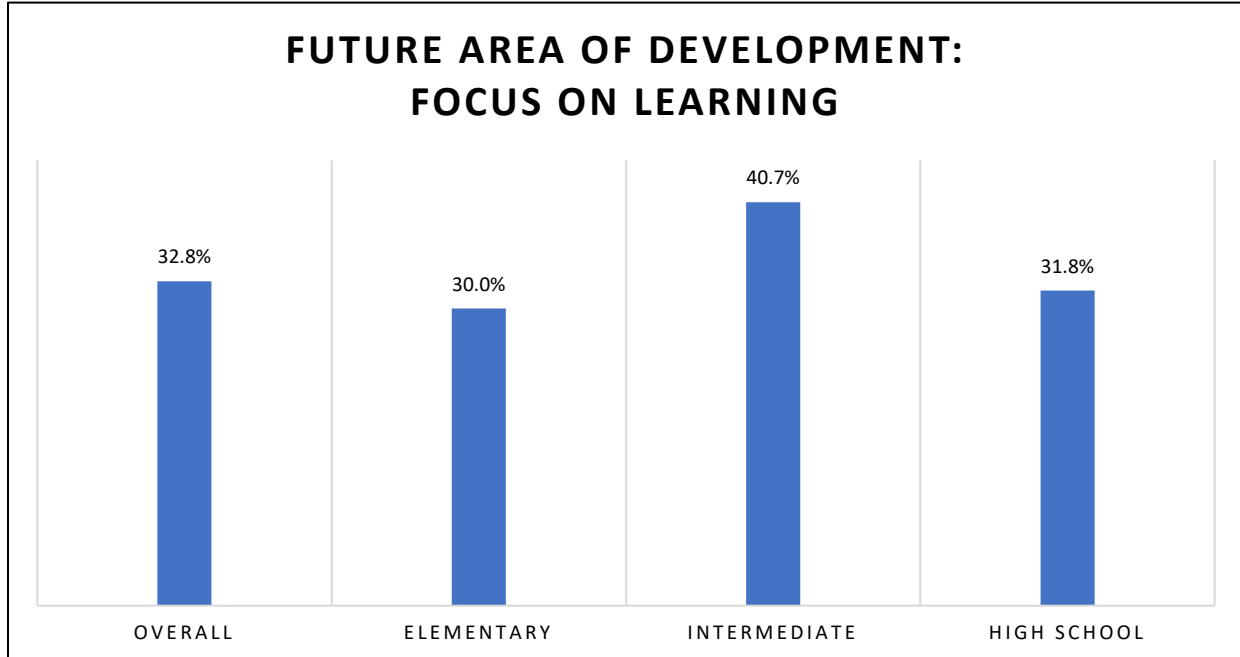


N (Pre-Assessment)=28
 N (Post-Assessment)=43

Focus on Learning: Instructional Coaches

Although instructional coaches reported that they have seen teachers shift mindsets from “what I taught” to “what students learned,” learning experiences for extensions to challenge students is an opportunity in which CCISD can flourish in the future. Instructional coaches also reported the need to reset and, as a district, provide more professional learning opportunities and resources for teachers to fully understand and embrace the process.

The graph below depicts the overall and leveled results for future areas of development/support to increase teacher teams’ effectiveness, particularly Focus on Learning.



N=65

Overall, 32.8% of instructional coaches chose Focus on Learning, while leveled results ranged from 30.0% to 40.7%.

Common assessments, essential standards, learning agendas, continued support to learn the PLC process are the top themes that emerged from the survey comments.

Instructional coaches have a wide lens since many are currently supporting multiple PLCs on their campus(es). Many instructional coaches' comments expressed the need for continued support in learning by doing for teachers as well as coaches as the PLC implementation progresses.

- ☆ *It has changed in a positive way. Teachers commit to assessing for the essential standards they choose from the unit. During PLC, we are able to "kid talk" and discuss learner observations and how many students are -,@,+. We talk about what went well and what we could do to further support students.*
- ☆ *It has helped PLCs be more reflective and more cognizant of their assessments, and overall instill more ownership. Meaning, "are we assessing what we are actually teaching/students are learning." It has allowed PLC to monitor progress of student mastery of skills and essential standards. It has allowed us to see if there are any adjustments needed to our backwards design plan, pacing, or lesson delivery.*
- ☆ *For the core content teams I serve, I would say 90% of them have very clear, targeted, and purposeful agendas that they follow. However, some of them are still struggling to shift their focus from planning out daily learning activities to shared learning and data analysis/response planning.*

Focus on Learning: Teachers

Teachers have reported intentionality among teacher teams including collaborative conversations around student work samples, data, reflections, and vertical alignment. Intentionality and consistency among teacher expectations prior to PLC meetings have helped teachers maintain the focus of each meeting to keep instruction and student learning at the forefront.

Opportunities for intervention and/or extensions to support students with more in-depth instruction as well as providing experiences for students to further investigate topics to promote growth have been beneficial.

Survey Data:

What has been the biggest impact of the PLC process on your campus?

Team, students, collaboration, and essential standards were the top four themes that emerged from the comments.

Teachers feel that the opportunities to collaborate with their teams has been more focused on essential standards conversations, which in turn, has resulted in shifts to discuss meaningful, effective learning opportunities to build collective responsibility in reaching all students. A couple of comments included the importance of having a common planning time, which has also contributed to the impact of the PLC process.

Several comments have been extracted to support these top themes:




- ☆ *Shift in collaborative culture - staff are empowered to work together and talk about learning in a deeper way*
- ☆ *Teachers, admin, and instructional coaches are all on the same page about what a PLC is and that the goal is to improve instruction that supports student learning.*
- ☆ *Having time to work toward a common goal both with current grade level and our guided coalition members. This allows teachers to work as a grade level PLC and a guided coalition PLC to discuss where we are now, where we want to be, by what date, and how long it will take until we get there (including ways we will know students are successful and what to do if they are not).*

Results-Oriented

Educators in a PLC stay focused on results--evidence of student learning. According to DuFour, et, al (2016), “there is nothing more important in determining the effectiveness of a team that each member’s understanding of and commitment to the achievement of results-oriented goals to which the group holds itself mutually accountable” (pg. 103).

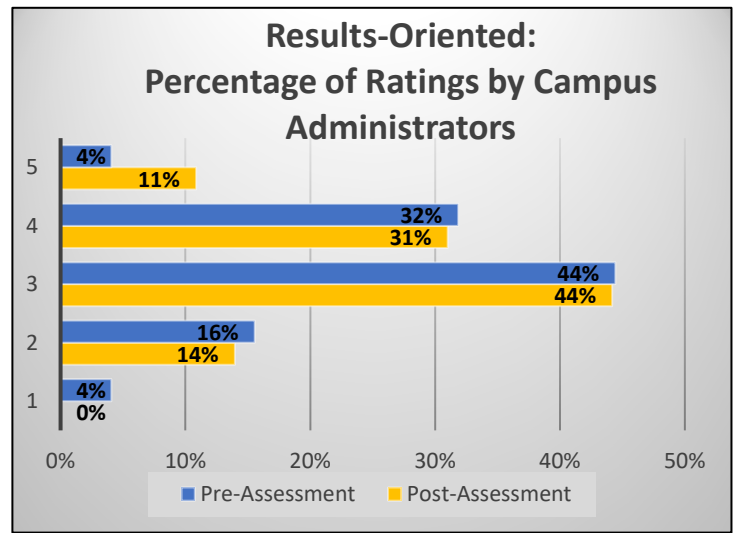
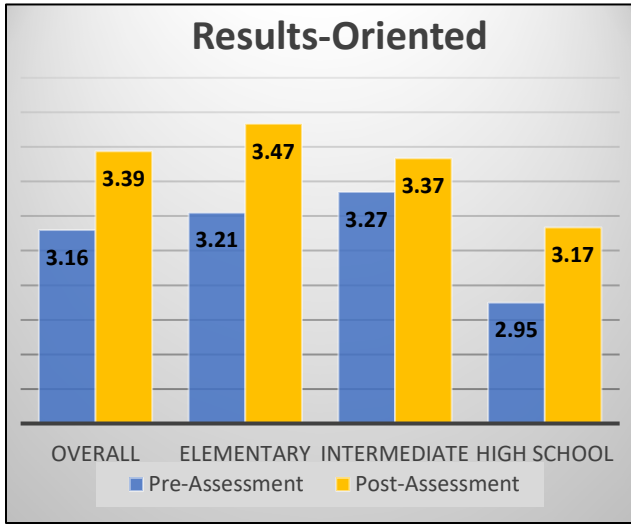
Results-Oriented: Campus Administrators

In order to ensure all PLCs are results-oriented, we need to:

	deepen our understanding of Results Oriented actions for teacher teams and campus leaders
	continually connect to our moral imperative to change each student's trajectory
	increase intentional actions taken to ensure a RESULTS ORIENTED culture

The following graphs show the results of the pre- and post-assessments administrators completed at the Leaders Learn meetings regarding the topic: **Results-Oriented**. The purpose of these assessments was to inform the work. The graphs show overall results and by administrator level in addition to the percentage of ratings. The rubric used for pre- and post-assessments is shown below:

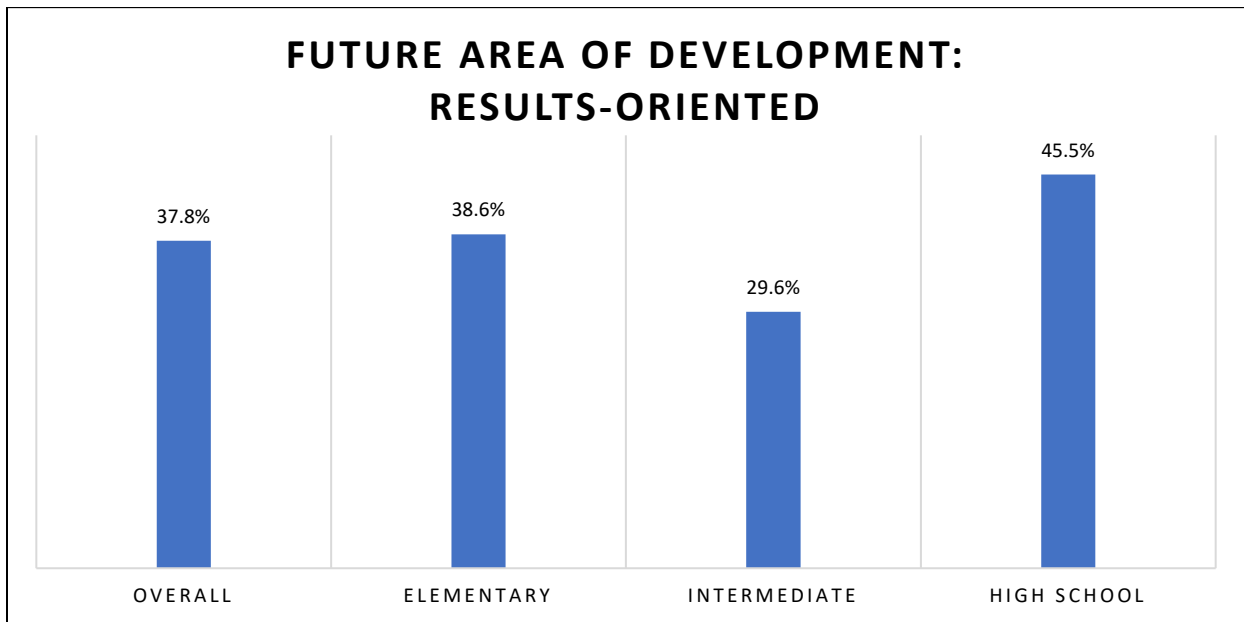
School Wide Systems						
A system that is built around optional support outside of the school day- before school, after school, etc.	1	2	3	4	5	A system created that is built around targeted support embedded into the school day
A system focused on remediation for the most at risk students	1	2	3	4	5	A system focused on prevention, intervention, and extension based on data to ensure growth for all students
Teacher Teams						
Individual teachers give one end of unit assessment designed around the topics they chose to prioritize in the unit.	1	2	3	4	5	After narrowing the focus and clarifying understanding, collaborative teacher teams develop common formative assessments focusing on specific learning target(s)
Teachers create teaching calendar with daily activities	1	2	3	4	5	Collaborative teacher teams create teaching-assessing calendars and agree on dates for: introducing learning targets, administering common formative and summative assessments, analyzing data, and embedding response days in Tier 1 instruction
Individual teachers or teams analyze data by discussing average scores or passing rates of assessments	1	2	3	4	5	Collaborative teacher teams collect and analyze data to identify individual student progress on essential learning targets or standards (by student by standard)
Teachers grade and record assignments, then move on to next topic or unit	1	2	3	4	5	Teacher teams collaborate to create a response plan based on formative assessment data to occur during Tier 1 instruction based on need- by student by standard



N (Pre-Assessment)=45
 N (Post-Assessment)=43

Results-Oriented: Instructional Coaches

Instructional coaches' survey data reported that this is an area of need. When asked on the survey to select two areas for future development or support to increase your teacher teams' effectiveness, the instructional coaches selected 1-3 areas.



N=65

The highest area of development/support for elementary and high school instructional coaches is Results-Oriented. Intermediate coaches feel that while it is a need, it is not the largest need at the time of the survey. Creation of common assessments based on essential standards, including the utilization of other district assessment data, will move instructional coaches and teachers forward in this work.

☆ *With regards to results-oriented, teachers are often pulling from what they have done in the past, and what is convenient for them, instead of what is best for students. Many teams don't*

want to analyze data because they have not built enough trust to be vulnerable or see the power to growing from each other.

- ☆ *Building a collaborative culture to support buy in, common goals, and value as well as various ways to build in data discussion to support the work and use it to drive change.*
- ☆ *Collaborative culture is strong on some teams, but certainly not across the board. As far as being results-oriented I think more conversations, training, and district expectations/clarification would be great for teachers to have.*

Results-Oriented: Teachers

Teacher survey data revealed the need to focus on data, student growth, and next steps in addition to progress monitoring. Identifying, understanding, and having clarity in ways to know if students are successful (success criteria) and what to do when they are not. Continuation of collaboration, PLC implementation, and increasing rigor are a few areas teachers referenced as needs and focus areas.

A few comments have been extracted to support these areas of need:

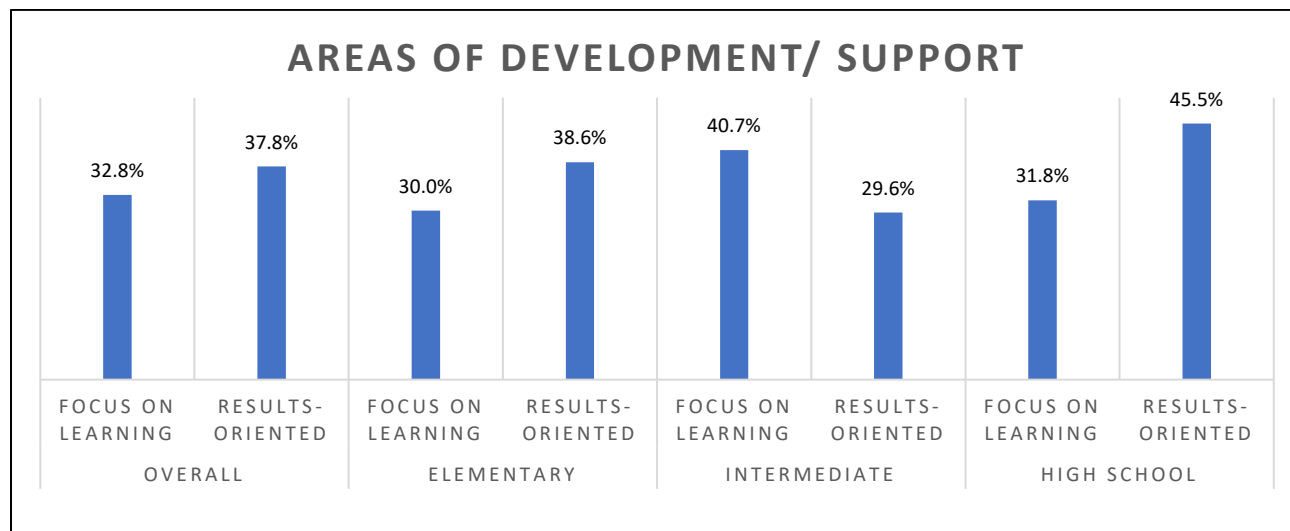
- ☆ *In the future, we need to focus on progress monitoring to make adjustments to ability groups.*
- ☆ *More impactful discovery and reflection of student data in our own grade level and making plans to see how to better meet the needs of our students.*
- ☆ *Realizing that we don't always know what we are looking for when we assign student work*

Recommendations/Observations

1. Based on the evidence indicated by instructional coaches and teachers, a recommendation is to provide guidance on norm development for instructional coaches (to facilitate the process with their teacher teams) and to integrate norms into district level events, such as New Teacher Orientation and Back to School events. Norms are integral for building a collaborative culture to establish trust, allow vulnerability, and build relationships (which are all factors in Collaborative Culture).
2. Based on the anecdotal evidence in the PLC gauge, the three groups (campus administrators, instructional coaches, and teachers) are firmly entrenched in building Collaborative Culture. The data indicates a need to emphasize further refinement in Focus on Learning and Results-Oriented.
3. Clarity, common language, clear communication, and alignment to current CCISD practices, such as Personalized Learning, Response to Intervention (RtI), elementary learning progressions, and Positive Behavioral Interventions and Supports (PBIS), will continue to drive the purpose of PLCs in CCISD through collective responsibility of all teachers. A recommendation is for all teachers to participate in a campus or district level PLC for consistent practices, sustainability, and fidelity to continue district wide.
4. As evidenced in the campus administrator data, the PLC process is working in CCISD. The data suggests there is growth in every big idea; However, for growth to continue, teachers need dedicated time to work and collaborate with other educators on the PLC process.

Future Focus/Response from Curriculum & Instruction

Alignment between Administrators, Coaches, and Teachers



Professional Learning

CCISD is offering several Professional Learning (PL) opportunities during the Summer and Fall of 2022. In June, CCISD will offer CCISD PLC 101 over the course of two days for all CCISD staff. These sessions are built around the 3 big ideas of PLCs:

- ☆ Collaborative Culture
- ☆ Focus on Learning
- ☆ Results-Oriented

Solution Tree experts will be in CCISD to offer three additional professional learning days during July 2022. Staff may attend one or all three days. The days complement each other; However, each day is independent from the others, and sessions are specific to level (elementary and secondary).

Instructional Planning (IP)

Upon CCISD Board approval of the proposed calendar option for staff, there will be four additional days for staff, which will allow designated PLC time within the IP days for teachers to collaborate for a total of seven days throughout the school year.

Instructional Coach Professional Learning

Instructional coaching initiatives will be provided for ICs during designated coaching PL days centered on the PLC process. The IC PL days may include a focus on the areas of focus on learning and results-oriented, based on the IC questions regarding future areas of development/support.

Resources

DuFour, Richard. DuFour, Rebecca. Eaker, R. Many, TW. Mattos, M. (2016). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Solution Tree Press.

Learning by Doing (2010). Solution Tree Press.

<https://www.allthingsplc.info/files/uploads/terms.pdf>

PLC for Leaders Newsletter (CCISD Professional Learning Department) [Guiding Coalition | Smore Newsletters for Education](#)

Glossary of Terms

Action Research – a process of collective inquiry in which individuals work together to become more proficient at identifying and solving problems. The steps of action research include: (1) formulating a problem, (2) identifying and implementing a strategy to address the problem, (3) creating a process for gathering evidence of the effectiveness of the strategy, (4) collecting and analyzing the evidence, and (4) making decisions based on the evidence.

Capacity Building - the collective ability, including dispositions, skills, knowledge, motivation, and resources, to act together to bring about positive change.

Collaborative Culture – working together with a shared responsibility for all students.

Collective Inquiry - the process of building shared knowledge by clarifying the questions that a group will explore together.

Collective Responsibility - educators assume primary responsibility to ensure high levels of learning for every student and educators assume that all students can learn at high levels.

Common Formative Assessment (CFA) – assessments created by a team or teams of teachers to provide students an opportunity to improve on his/her learning.

Essential Standards - the minimum set of skills a student must learn to reach high levels of learning.

Focus on Learning – the fundamental purpose of the school is to ensure high levels of learning for all students.

Guiding Coalition – an alliance of key members of an organization who are specifically charged with leading a change process through predictable turmoil.

I Can Statements (*also referred to as learning targets*) – student-friendly statements that help students understand progress toward skill mastery.

Norms - collective commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

Professional Learning Community (PLC) – an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Results Oriented – a focus on outcomes rather than inputs or intentions. In PLCs, members are committed to achieving desired results and are hungry for evidence that their efforts are producing the intended outcomes.

Success Criteria - The standards/levels by which to judge whether an objective/goal/target/outcome has been achieved/successful.

WLC - World Languages and Cultures courses taught at the secondary level

Appendix A: Guiding Coalition Reflection Form (Teachers)

The Curriculum and Instruction Department along with the Department of Assessment and Evaluation is gathering data for a PLC gauge in CCISD. Please answer the questions below to help us develop a baseline gauge for the work thus far in your campus' Guiding Coalition.

* Required

1. Please select the level of your campus. *
 - Elementary
 - Intermediate
 - High School

2. What is your current role? *
 - Administrator
 - Counselor
 - Instructional Coach
 - Teacher
 - Other

3. What has been the biggest impact of the PLC process on your campus? *

4. What are some other "wins" with the PLC process on your campus? *

5. What is your next task or purpose in the PLC process on your campus? *

6. What are some specific focus areas in which you will work on expanding? *

7. How has working with your Guiding Coalition to implement PLCs impacted the effectiveness of your collaborative teacher teams? *

Appendix B: CCISD Instructional Coach PLC Survey

The Curriculum and Instruction Department along with the Department of Assessment and Evaluation is gathering data for a PLC gauge in CCISD. Please answer the questions below to help us develop a baseline gauge for the work thus far in your campus PLC Work.

* Required

1. Please select the level of your campus. *
 - Elementary
 - Intermediate
 - High School
2. How many PLCs do you support? *
3. Has each teacher team developed norms through a collaborative practice? *
4. Please explain your answer from Question #3*
5. What actions have teacher teams taken that have increased their focus on learning? (Talking points may include essential standards, clarifying understanding, or common assessments). *
6. Describe how your teams' practices changed regarding data collection, student data analysis, and response to student data because of PLC implementation. *
7. Which of the following areas do you feel you need development or support in to increase your teacher teams' effectiveness? (You may select more than one response). *
 - Collaborative Culture
 - Focus on Learning
 - Results-Oriented
8. Please explain the answer(s) you selected in the previous question (Question #7) *
9. What percentage of core content teams have clarity of purpose and specific intentions for collaboration each time they meet? *
10. Please provide any additional comments regarding PLC work.

Appendix C: Teacher Focus Group Questions

1. Describe how working in a PLC has increased your own professional effectiveness.
2. Describe how working as a PLC has increased your team's effectiveness.
3. What norms or behaviors contribute to the effectiveness of team collaboration?
4. What support or supports do you need that will allow you to continue to increase the effectiveness as you collaborate with your team?
5. What is an area of strength for your team, and please explain? What's an area where you can further develop, and then explain?

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Clear Creek Independent School District Mission Statement

The mission of the Clear Creek Independent School District, the visionary leader igniting learning for all, is to ensure each student achieves, contributes, and leads with integrity in a safe and nurturing environment distinguished by authentic relationships, service before self and the spirit of exploration.