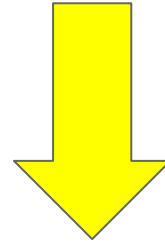




# **PLC Update:**

***May 2020***

**Goals**



**100% of both District and school based leaders** can appropriately define the PLC Process, as measured by a rating of “*Developing*” or above on the Professional Learning Communities at Work™ Continuum: Implementing the PLC Process Districtwide.

**100% of school-based leaders and teachers** will be ready to implement the framework as measured by a rating of “*Developing*” or above on the Building a Collaborative Culture through High-Performing Teams rubric.

# Implementing the PLC Process Districtwide



Central office leaders have put ***processes in place to develop the capacity of principals to lead*** the PLC process in their schools, ***monitor implementation*** of the PLC process, and ***respond*** to schools that are experiencing difficulty. Building level and central office leaders have begun to ***function as their own collaborative team*** and ***work interdependently*** to ***achieve common goals*** and identify and ***resolve issues that are interfering with the PLC process***. Individual schools are ***examining ways to become more effective in the PLC process***.

# Building Capacity: District & School Level Leaders



- Quarterly PLC Guiding Coalition
- Monthly PLC Staff Development Planning Team
- [McREL Change Form](#)- Cabinet Level

Create Demand	
1. What techniques will you use to create discontent with current reality?	
Data, Benchmark comparisons, Student Stories	
2. How will you emphasize the following leadership responsibilities?	
<b>Ideals &amp; Beliefs</b>	Presentations on research of collaboration. Collective Efficacy, RTI, and PLC Progress
Actions	
Evidence	PreK-12 Archive system
<b>Intellectual Stimulation</b>	Send admin, CIA, and DAOI to conferences: Hattie, PLC Summit, PreK-12, PreK-12 PD; 1 year in advance
Actions	
Evidence	PreK-12 Archive, Conference Tacker?
<b>Change Agent</b>	Model PLC Teacher Leader Project Momentum (PM) & Model PLC School : Sharing Data/results Principals participate in multi-school collaborative Teams
Actions	
Evidence	PM data; Model PLC- Survey; Archive; Model PLC School Application

## Change Initiative Plan

Change Initiative:

Implementation of District-wide PLCs

**Creating Demand**  
Ideals & Beliefs  
Intellectual Stimulation  
Change Agent

**Monitor and Evaluate**  
Monitor and Evaluate

**Implement**  
Knowledge of CIA  
Optimize

1<sup>st</sup> order

2<sup>nd</sup> order

**Managing Personal Transitions**  
Flexibility

Implement	
1. What specifically do you need to know regarding this initiative that will provide credibility to your implementation plan?	
Involvement collaboration across Departments- CIA, DAOI, ALS	
<b>Knowledge of CIA</b>	Summer work-project momentum Benchmark Assessments Importance of District-wide Essential Standards
Knowledge	
Evidence	New assessments on School City New Curriculum maps Shared Department Goals
2. How will you inspire ( <b>Optimize</b> ) others by skillfully targeting and framing the initiative?	
a) What are the relative advantages of this initiative?	
Time for teacher collaboration-early release; increase student learning; collaboration across campuses	
b) How is this compatible with your current practices?	
currently collaborate on campus	
c) What new skills and knowledge will staff require to implement this initiative?	
PLC Process- 4 Questions	

Monitor and Evaluate		
Monitoring and evaluating requires the leader to examine and determine the effectiveness of the implementation plan and the effect (magnitude of change) that the change is having on the stakeholders.		
	What will you look for?	How & when will it be reported?
<b>Implementation</b>	Benchmark Assessments PLC Monitoring Tools Archive Systems PLC Continuum Support Request Form	Quarterly  September-Ongoing August & May Google Form
<b>Magnitude</b>	Mid-Year Review- Admin & Model PLC Teachers DVEA Meetings Certified/Classified Comm. Council Logistics Committee School Surveys- Team Model PLC Teacher Leader Observations	January  Fall Quarterly Fall 2019 Fall19/Spring20

## Managing Personal Transitions

1. In general, what do staff members stand to lose as a result of the change?	
Autonomy Cherished Practices- Units vs Standards	
2. What are some preliminary strategies to assist staff members that will experience this as 2 <sup>nd</sup> order?	
Time to plan, resources- PLC Training Team, CIA; Affirmation, require less CFAs	
<b>Flexibility</b>	Logistics Team- Free Child Care
Actions	PLC Support Team District Tight vs School Tight Expectations: Archive, Documentation-loose
Evidence	Log of child care offered Survey results of PLC support offered Archive School Tight



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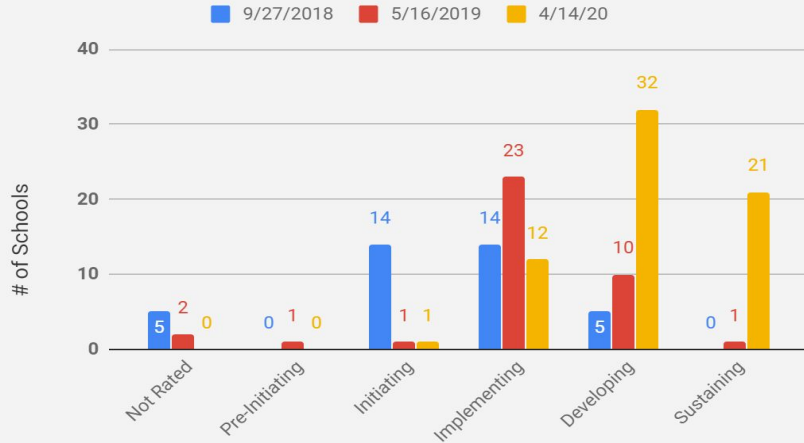
# Developing Capacity of Principals



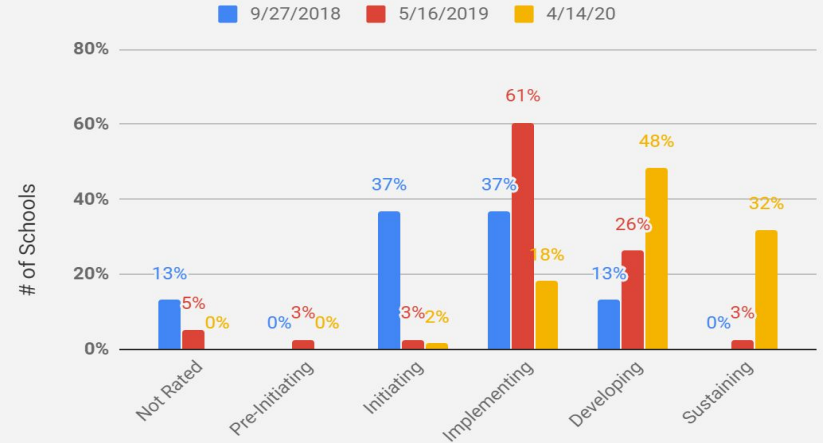
- PreK-12 Monthly Professional Development
- 2019-2020: Focus on Teacher Clarity and effectively Monitoring the work of Collaborative Teams
- Monthly principal meetings: Time for principals to reflect on campus-level PLC work and progress
- School leader multi-school collaborative teams

# Implementing PLC Process District-wide (Schools)

Implementing the PLC Process District-wide (Schools)



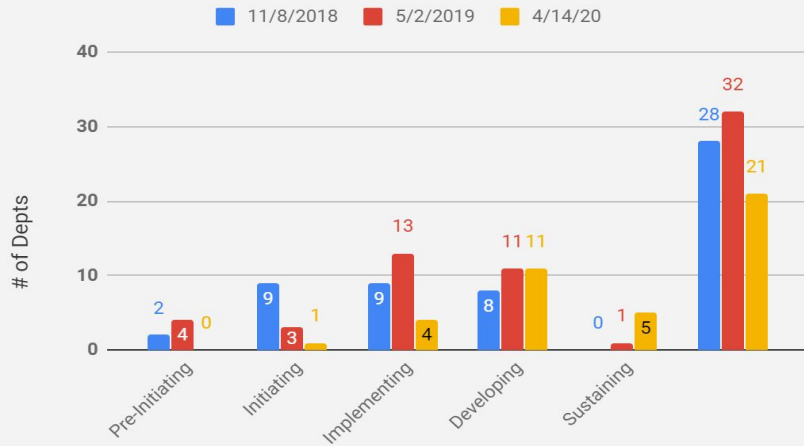
Implementing the PLC Process District-wide (Schools)



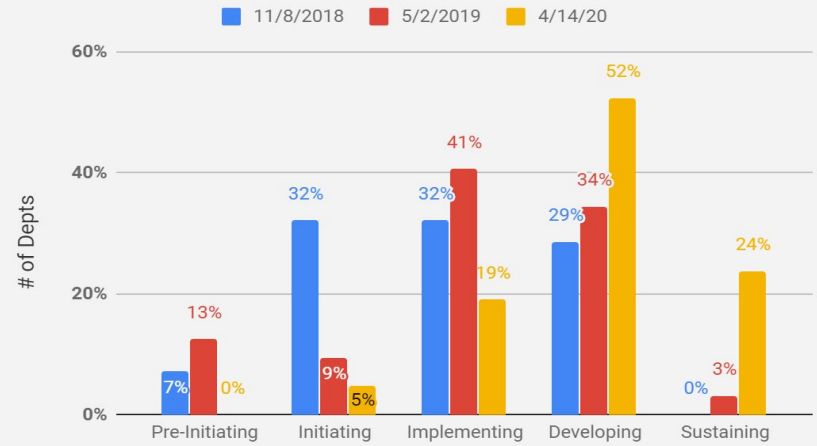


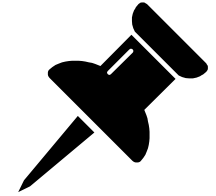
# Implementing PLC Process District-wide (Depts)

Implementing the PLC Process District-wide (Depts)



Implementing the PLC Process District-wide (Depts)





**100% of both District and school based leaders** can appropriately define the PLC Process, as measured by a rating of “*Developing*” or above on the Professional Learning Communities at Work™ Continuum: Implementing the PLC Process Districtwide.

**100% of school-based leaders** will be ready to implement the framework as measured by a rating of “*Developing*” or above on the Building a Collaborative Culture through High-Performing Teams rubric.



# Building a Collaborative Culture through High-Performing Teams



Teachers have been ***assigned to collaborative teams*** and have been ***provided time for collaboration on a weekly basis*** during the regular contractual day. ***Guidelines, protocols, and processes*** have been established in an effort to help teams use collaborative time to focus on topics that will have a ***positive impact on student achievement***. ***Team leaders*** are helping lead the collaborative process, and the ***work of teams is monitored closely*** so assistance can be provided when a team struggles. ***Teams are working interdependently to achieve goals*** specifically related to ***higher levels of student achievement*** and are ***focusing their efforts on discovering better ways to achieve those goals***.

# Building a Collaborative Culture through High-Performing Teams



Teams have ***established the collective commitments*** that will guide their work, and ***members have agreed to honor the commitments***. The ***commitments are stated in terms of specific behaviors*** that members will demonstrate. ***The team begins and ends each meeting with a review of the commitments*** to remind each other of the agreements they have made about how they will work together. ***They assess the effectiveness of the commitments*** periodically and make revisions when they feel that will ***help the team become more effective***.

# Developing the Capacity in Collaborative Teams



- Differentiated PLC Groups
- Model PLC Teacher Leaders
- Facilitator Training
- Professional Development
- Teacher Clarity Book Study



*“Teaching middle school at a K-8 can sometimes feel like you’re the only person on an island.”*

*“In order for this to really work, I need to be on a team of other 8th grade Social Studies teachers.”*

*-Anthem 8th Grade Social Studies Teacher*

Homebound  
Adaptive PE  
4th Grade ELA  
Software & App Design  
Preschool  
8th Grade Science Renaissance  
Interior Design  
6th Grade Science AFROTC  
Community Ed Preschool 6th Grade ELA  
6th Grade Social Studies Graphic Design  
Media  
Multi-School Collaborative Teams  
Law Enforcement 8th Grade Social Studies Physical Therapy  
5th Grade Math Spanish 7th Grade Science  
5th Grade ELA Vision Counselor Science Speech  
Early Childhood Ed 4th Grade Social Studies Art 5th Grade Science Strategists  
5th Grade Social Studies Action Lab 4th Grade Social Studies Occupational Therapy 4th Grade Psychologists  
Big History Project Grade Social Studies 5th Grade Math  
Finance Visual Arts  
Hearing Band Chorus  
General Music/Chorus Engineering  
6th Grade Math Marketing  
Band/Choir



*“ EVERYBODY in my  
Multi-School Collaborative  
Team has commented that we  
feel we have more confidence  
in what we are teaching.”*

*-Sunset Ridge 8th Grade Science Teacher*



# Model PLC Teacher Leaders



Modeling the PLC Way  
to our future teachers!





*“Our team has come a long way but we didn’t get there alone. Our school leaders and district trainers were with us every step of the way. We accomplished what we have because they didn’t give up on us. They believed in us before we learned to believe in ourselves.”*

*-Desert Sage Kindergarten Teacher*



In previous years as a level leader, I would say ‘Here is what we will do.’ We were compliant teams, but not authentic teams.

Now I say, ‘What could we do? What should we do?’ (Now) we use one another’s strengths to build learning experiences for our students together. The work is truly shared like no team I’ve ever been on.

*-Boulder Creek HS Math Teacher*

# Effort and Aspiration

## We developed Common Formative Assessments!

### Manage Assessments

Create Assessment ▾ Manage Collections ▾

Year: 2019-2020 ▾ Collection: All ▾ Subject: All ▾ Standard Grade/Concept: All ▾ Assessment Type: All ▾ Status: All ▾ Tags: All ▾ Refresh

All Tabs ▾ Search...

- Recent
- My Assessments
- School
- District
- Inspect
- RapidResponse
- EngageNY
- AzMERIT Mimics
- Bulk Activations



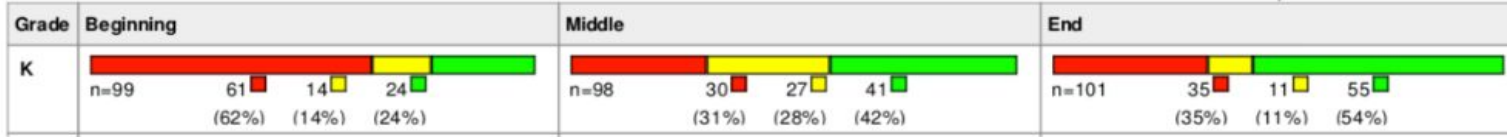
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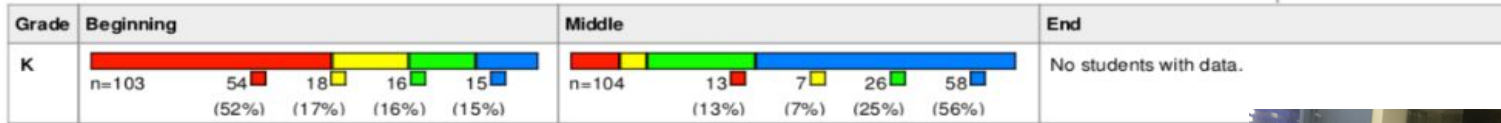
<input type="checkbox"/>	#	Assessment Name	# of Items	Start Date	End Date	Status	Progress	Activity	Type	Created By	Last Modified	Functions
<input type="checkbox"/>	1	Levers CFA	4	10/31/2019	11/30/2019		112	Closed	Item Bank	Wyatt, Jennifer	11/07/2019	
<input type="checkbox"/>	2	Moon CFA	4	01/31/2020	03/01/2020		103	Closed	Item Bank	Wyatt, Jennifer	01/31/2020	
<input type="checkbox"/>	3	Pulleys CFA	4	11/08/2019	12/08/2019		100	Closed	Item Bank	Wyatt, Jennifer	11/22/2019	
<input type="checkbox"/>	4	Science Graph	2	09/13/2019	10/13/2019		109	Closed	Item Bank	Wyatt, Jennifer	09/16/2019	

# Our Pinnacle - Results in Reading

2018-2019 All Grades Status - DIBELS Next - Recommended Goals  
 District: Deer Valley USD School: Desert Sage Elementary School



2019-2020 All Grades Status - DIBELS 8th Edition  
 District: Deer Valley USD School: Desert Sage Elementary School



“The results were spectacular. We have already surpassed where we ended last year.”  
 - Kindergarten Teacher





When we get together, we get to totally nerd out!...I'm comfortable enough to share results of my CFAs without fear of judgement...This is what a collaborative team is supposed to be like.

- Anthem 8th Grade Social Studies Teacher

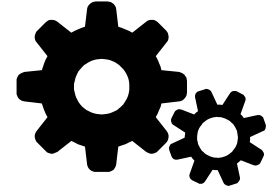
# Pride

Our team not only works well together, we enjoy each other's company. We see our labor come together to benefit each other and our students to the fullest capacity. Members go out of their way to help one another and by building each other up on a daily basis. -HS Math Teacher

Geometry PLC is the best  
PLC on campus!







# **Next Steps: Model Teacher Leader 2020-21**

**Two Cohort  
Groups: Year  
1/Year 2-3**

**Focus on  
Response  
to Data**

**Building  
Learning  
Leaders:  
Action  
Research  
Project**



# Professional Development



- Developing collective commitments
- Unwrapping standards
- Creating common formative assessments (CFAs)
- Analyzing data (CFA, Tableau, Standards Analysis)
- Establishing pacing guides for grade level/vertical teams
- Embracing “Response to Data” days
- Instructional strategies
- Facilitator training
- Onboarding Collaborative Teams

**“I didn’t realize how in depth this standard was. I am glad we did this (unwrapping with Teacher Clarity)” -3rd Grade Teacher**



PLC is the best thing I  
have ever done. I  
cannot do my job  
without my team.

- Barry Goldwater High School Geometry  
Teacher

# Teacher Clarity Class:

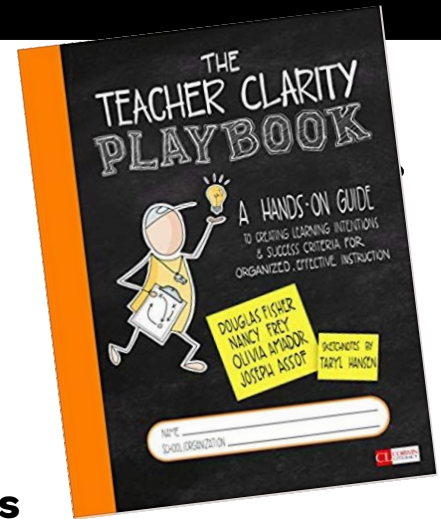
**When teachers are clear in expectations and instruction, students learn more.**

## Participants:

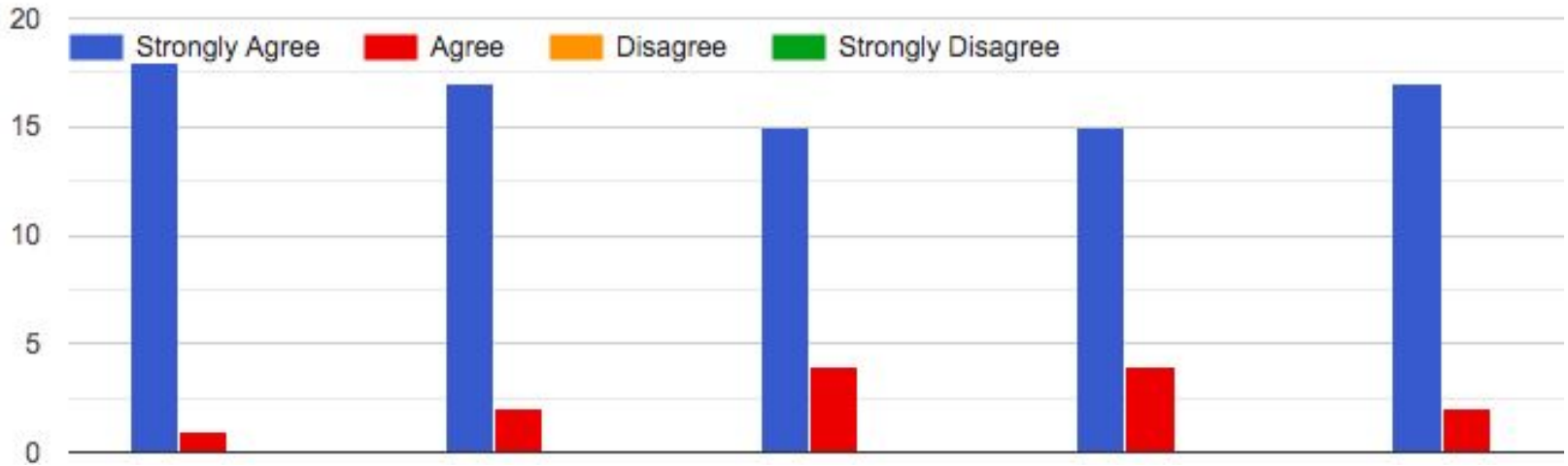
- Thirty-one teachers representing elementary, middle, and high schools.
- Attended five, two hour in person sessions along with embedded online learning.

## Content/Activities

- Provided a hands-on guide to systematically analyzing standards and assessments.
- Applied acquired skills to their own standards within Collaborative Teams. (building Capacity!)



## Teacher Clarity Class Participant Survey Data

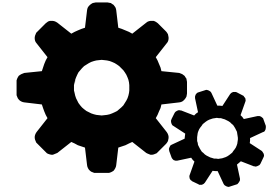


1. The professional development was informative.
2. The professional learning delivery was engaging.
3. The professional learning sessions were appropriate given my previous knowledge.
4. The resources were appropriate.
5. The professional development allowed me to reflect on and improve my practice.



- This has been one of the most meaningful classes I have taken that will improve my teaching skills no matter what grade level or content I teach.” - PreK-6 Teacher
- Every teacher in the district could benefit from this course” - PreK-6 Teacher

# Next Steps for Teacher Clarity



**May 26th-28th  
Virtual Training**

**June  
Collaboration  
Days**

**July  
Results-Based  
Funding Day**

# Home Learning

c

## Home Learning Collaborative Team April 6-9



Team Members:

### Share a celebration from the first week of Home Learning

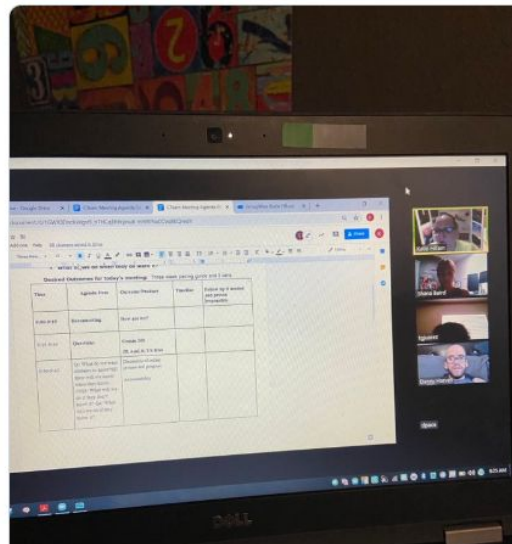
Notes:

#### Options for Topics to Share:

- Building [connectivity/culture](#) with your class
- Promoting Social Emotional Learning - [SEL resources](#)
- Reflecting on Office hours
- [Technology Tools](#)- ideas/strategies/use
  - Canvas
  - Google Classroom
  - Screencast-o-matic
  - Website
  - Zoom
- Providing guidelines for technology security
  - [Zoom Security Settings](#)
- Assisting with technology questions/support for parents
  - Google:
    - [Link google classroom tutorial](#)
    - DVUSD [Support Page](#)



Shout out to ELA 3-4 team: Happy Teacher Appreciation week. Here's to your willingness to get up, connect with our kids, and push forward! [@BGHS\\_DVUSD](#) [@DVUSD](#) [@DrFinchDVUSD](#) [@azbaird](#) [@ptseunis](#)





Under the right circumstances, groups are remarkably intelligent and are often smarter than the smartest people in them.

(Grenny, Patterson, Maxfield, McMillan, Switzler, 2013)



# Branding

- PLC Logo



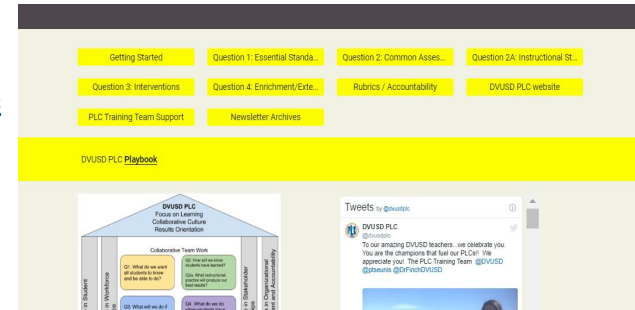
- Twitter.



Follow us @dvusdplc

- PLC Website

<https://sites.google.com/dvUSD.org/plc>





Open with ▾  
**PLC SPOTLIGHT**

JANUARY 2020 VOLUME 1

### DVUSD is Bringing Collaborative Teams to Life!

"A professional learning community is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students" (DuFour, Eaker, & Many, 2010). Within DVUSD, the PLC culture is gaining momentum! At the heart of this is a high level of learning for ALL of our students!

Across the entire district, Friday early release time has taken a shift towards teachers working in collaboration and talking in depth about students' learning. Thank you to DVUSD teachers for your professional engagement within Collaborative Teams.



### Digging Deeper: Learning Progressions

**PLC Driving Question One. What do we want our students to know and be able to do?**

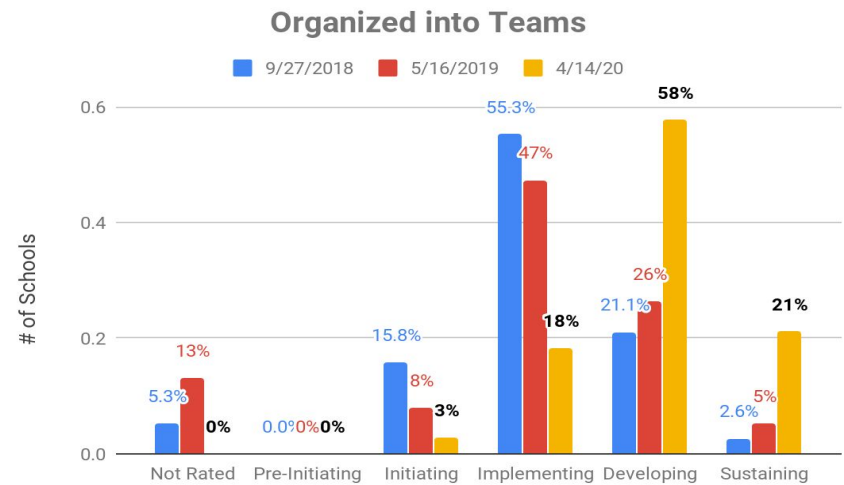
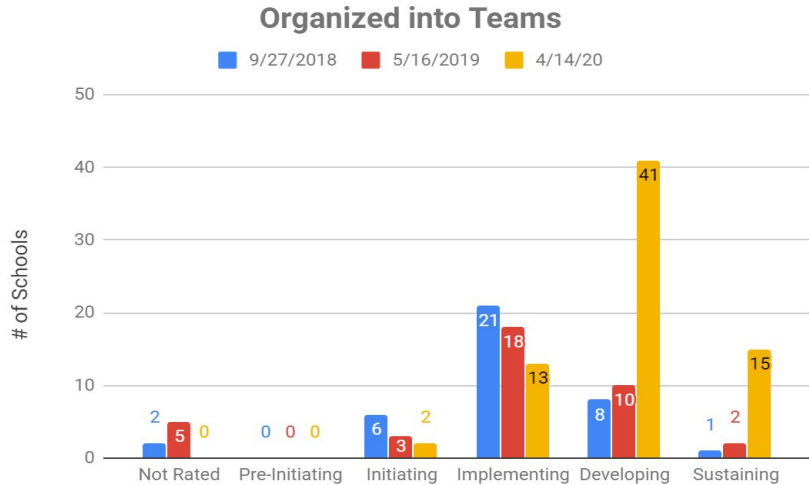
### PLC Pride!

- "We have never looked at standards so intensively before!"  
8th Grade Teacher
- "This year my role has been utilized more. Within our Collaborative Team, I am helping students that are not on my roster."  
Special Education Teacher
- "If we were alone on Friday early dismissals, we would not be doing this extensive of work."  
7th Grade Teacher
- "Our interim scores for phonemic awareness proficiency have never been this high. We attribute it to the work within our Collaborative Team."  
Kindergarten Collaborative Team
- "I believe our High School Collaborative Band Team will transform our teaching



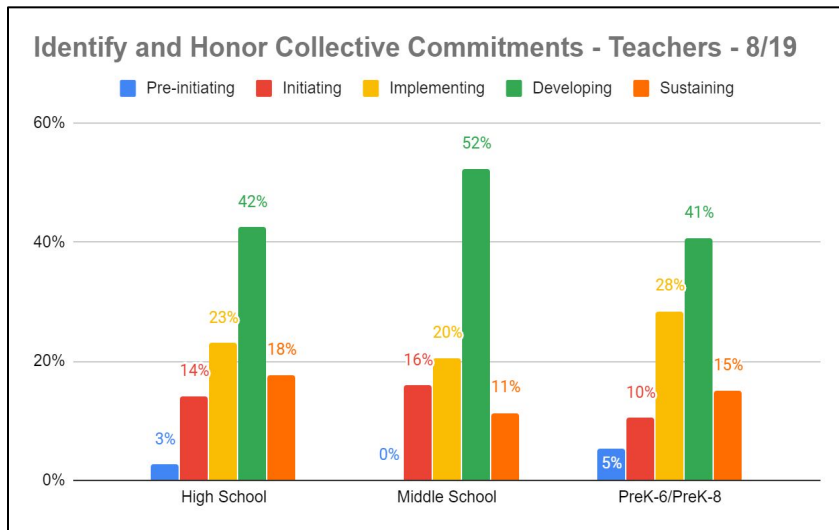
# Administrators

## Building a Collaborative Culture: Organized into Teams

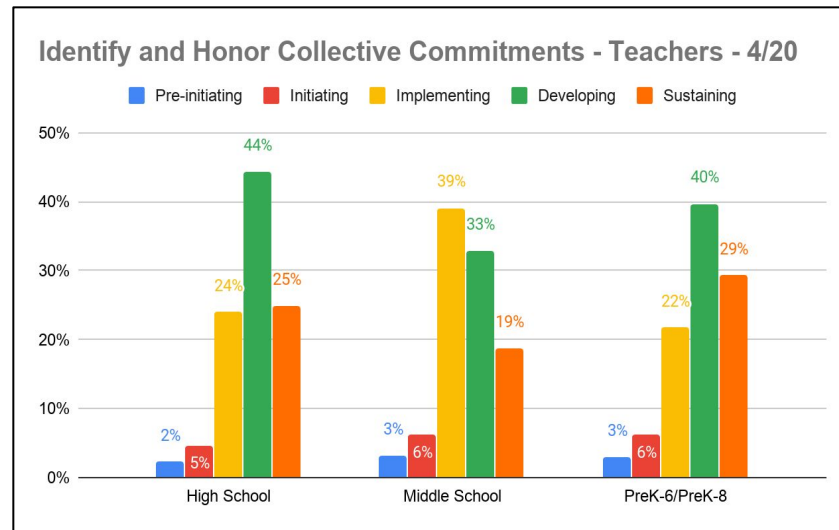


# Teachers

## Building a Collaborative Culture: Collaborative Teams Effective



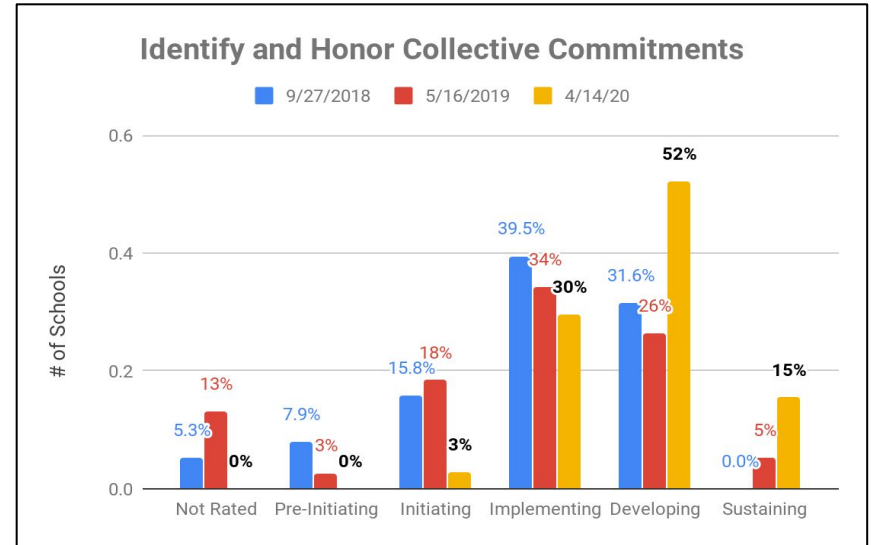
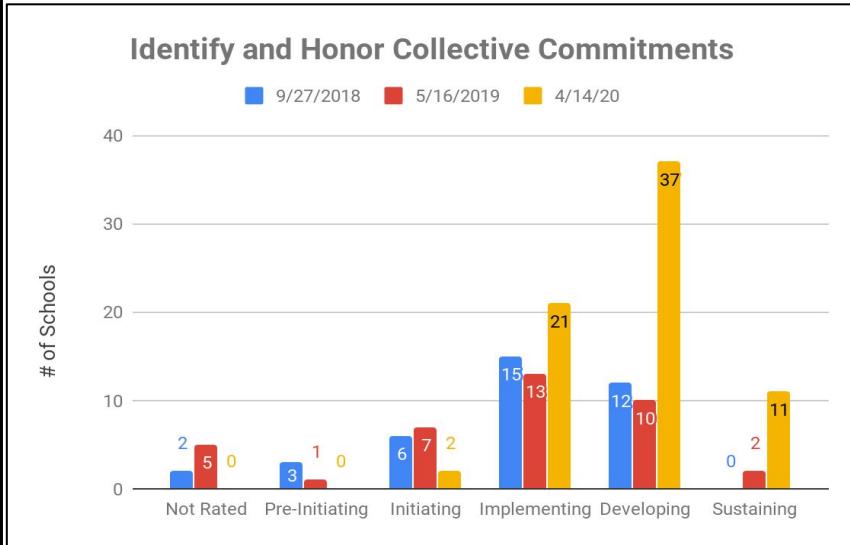
435 Responses



824 Responses

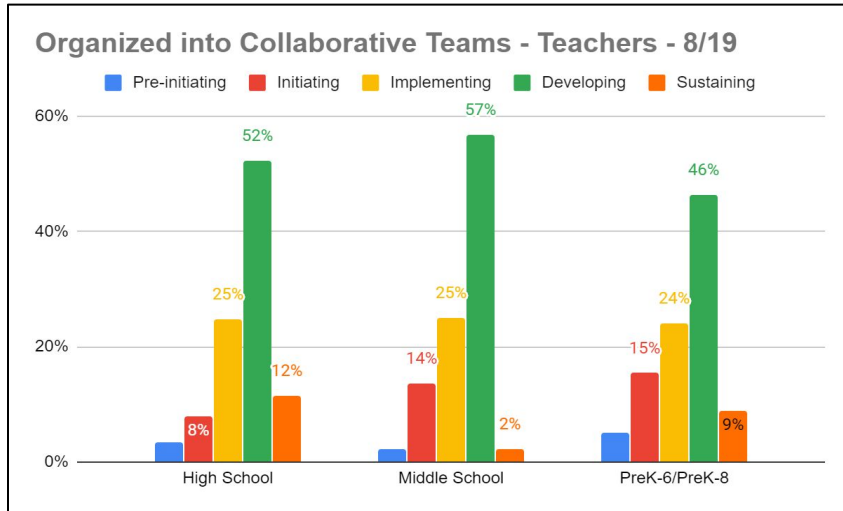
# Administrators

## Building a Collaborative Culture: Identify and Honor Collective Commitments

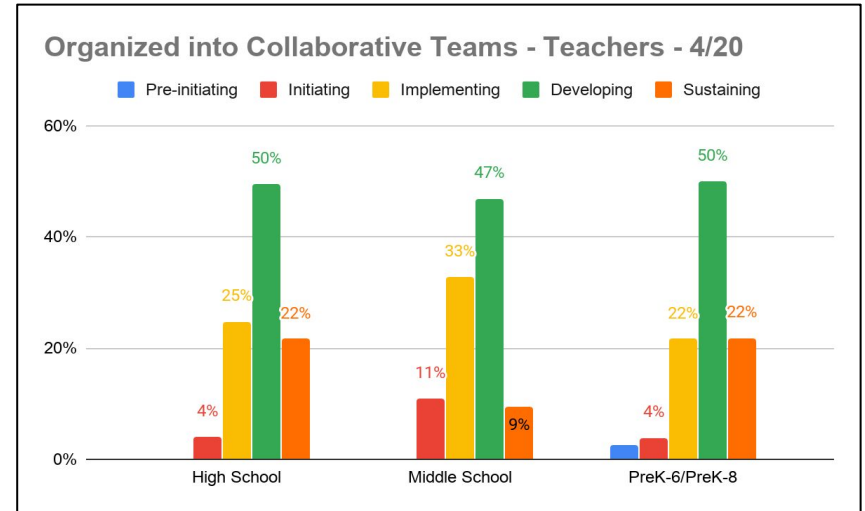


# Teachers

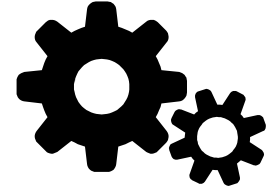
## Building a Collaborative Culture: Organized into Teams



435 Responses



824 Responses



# Next Steps

**Summer Work**

**Dedicated  
PLC Time**

**Listen.  
Support.  
Grow.**