

# PLC Professional Development

1st Semester 2020

# Purpose

This slideshow encompasses all of the PD that was presented to school leaders from July 2020- December 2020 during monthly administrators PD conferences. The DVUSD PLC Staff Development team meets at the end of each year to backwards design professional development for the following year. Then, we meet monthly to plan the activities that align to our desired outcomes. In January, the team reviewed the work we had done for the year so far and reflected on our plans moving forward.

July 21 2020



## ***TODAY'S OUTCOMES:***

- Discuss how to build Collective Efficacy among leaders and staff.
- Understand the Return to Learning Options for families.
- Discuss Pre-Service requirements.
- Discuss the role of Relationships, Communication, Engagement, and Needs.
- Discuss how to meet the needs of our Diverse Learners to Promote Equity.
- Understand important HR timeline and how to effectively evaluate staff.

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Strong **COLLECTIVE EFFICACY** leads teachers to be more **persistent** in their teaching **efforts** and **overcome temporary setbacks.**

## The Role of Collective Efficacy and Collaborative Teams

- Complex work and overcoming temporary setbacks is more easily achieved working in a team vs. individuals working in isolation.
- Creates interdependence (task, goal, outcome).
- Focuses on collaboration, collective action, and combined efforts.
- Emphasis on social relations and well-being.

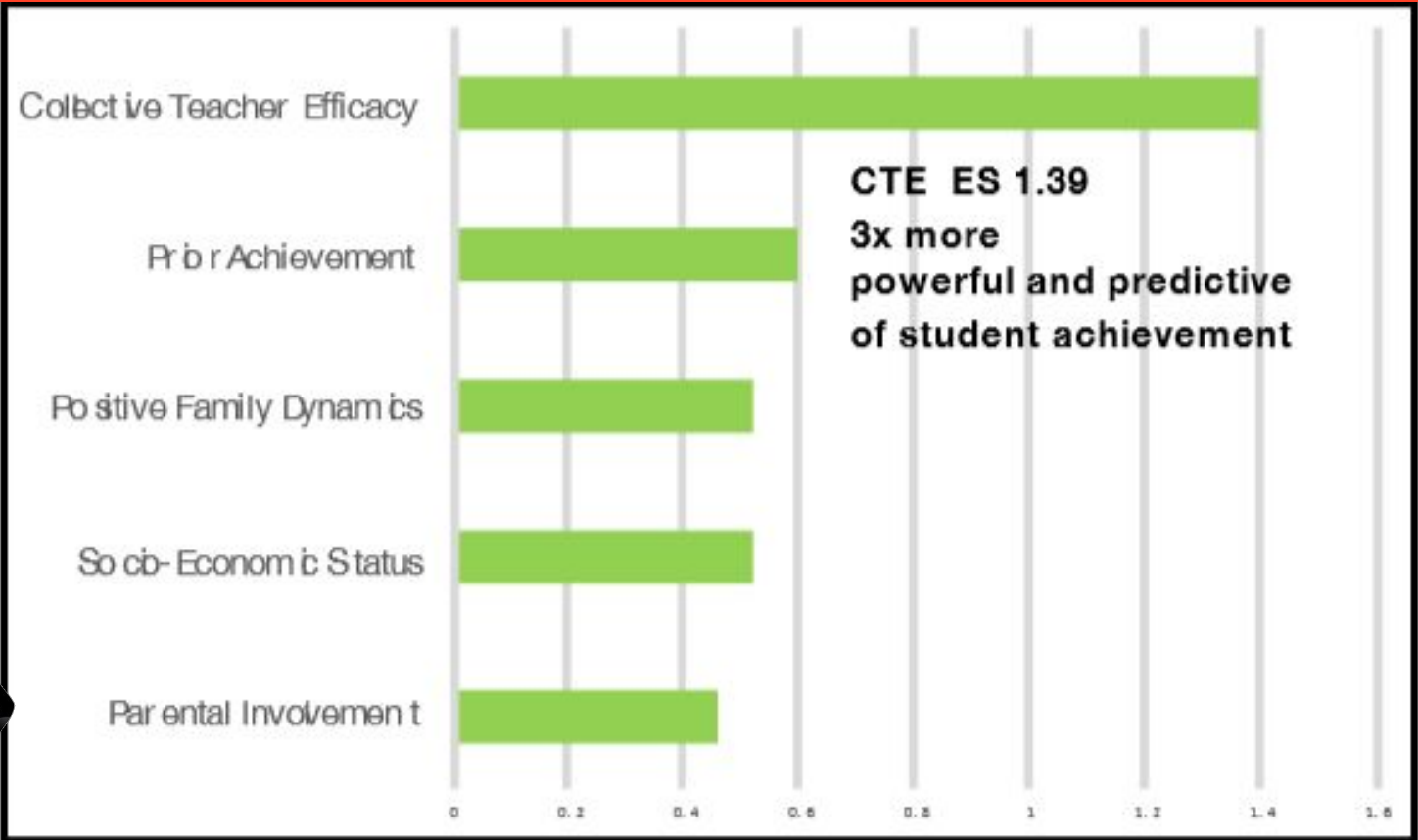




“Our team not only works well together, we enjoy each other’s company. We see our labor come together to benefit each other and our students to the fullest capacity. Members go out of their way to help one another and by building each other up on a daily basis.”

-Barry Goldwater Math Teacher

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# ***HEROES AMONG US***

## **Reciprocal:**

As leaders, how can we lead others in establishing collective efficacy..... and how does collective efficacy lead us???



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60  
MINUTES

# ***HEROES AMONG US***



**“I was sure I could do it.”**

**-Captain Sullivan**

**“We will succeed 100%”**

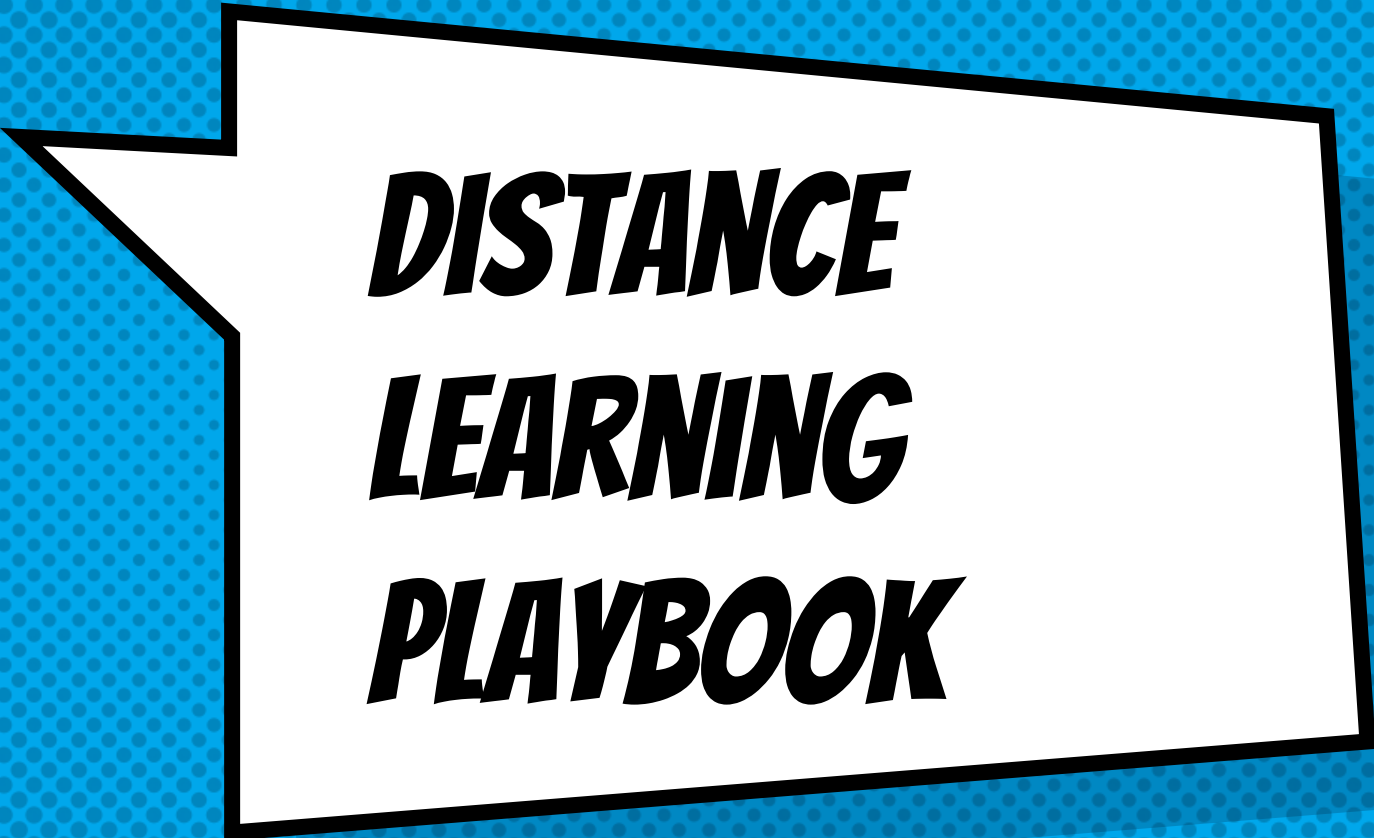
**-Narongsak Osottanakorn,  
Mission Commander**

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## Break Out Room Discussion

- What factors contributed to these leaders' confidence?
- What connections can you make to our current reality? How can we lead collective efficacy?





***DISTANCE  
LEARNING  
PLAYBOOK***

# ***DISTANCE LEARNING PLAYBOOK***

## Module 1: Taking Care of Yourself



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## Taking Care of Yourself

Having a plan for the following areas will ensure you don't develop Compassion Fatigue

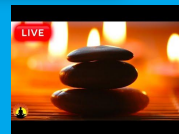
1. Stress Management
2. Exercise/eating plan
3. Work/life balance
4. Regular sleep

### Six Steps for Healthy Educators



“Put your oxygen mask on before helping others”

-Flight Attendants everywhere



# Taking Care of Yourself

My plan for stress management:

My plan for healthy eating/exercise:

My work/life plan:

My plan for getting regular sleep:

Traumatic experiences inevitably leave their traces on our minds, emotions, and even on our physical health.” -Van der Kolk



# **BREAK ROOM**

In your breakroom have a conversation about how you intend on taking care of yourself during these “white water” times.

1. Share one way YOU take care of yourself.
2. Share how you encourage YOUR STAFF to take care of themselves.

## Six Steps for Healthy Educators



Build Resiliency

Cultivate Compassion

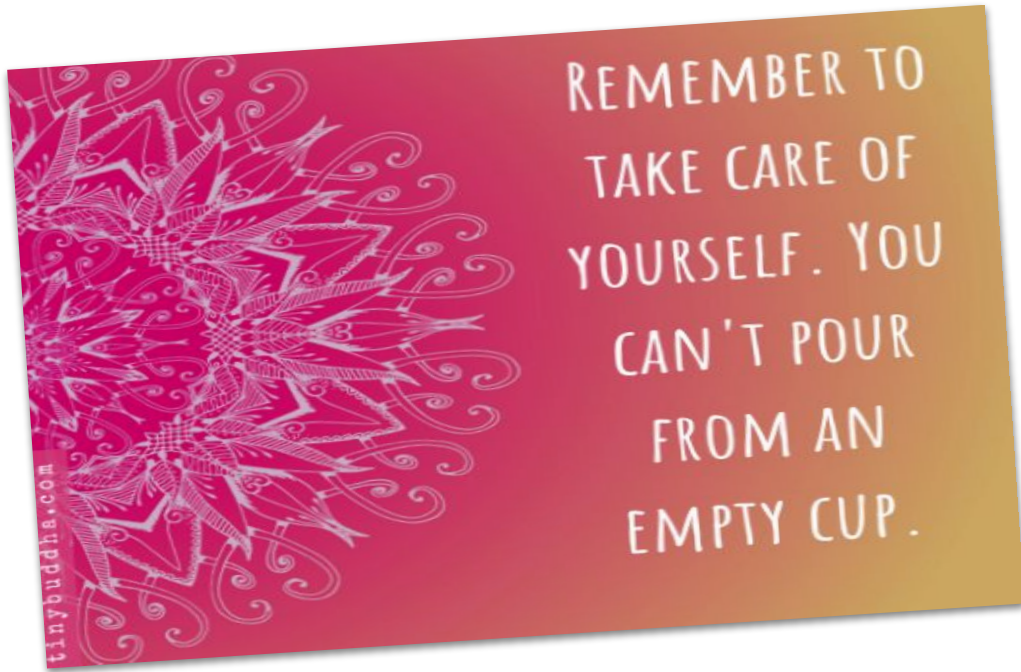
Improve Coping Skills

Support Your  
Colleagues

Embrace Self-  
Confidence

Manage Change

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# Today's Outcomes:

## Distance Learning Playbook

- Learning Intention:
  - I am learning how to develop and maintain administrator/teacher relationships from a distance.
- Success Criteria
  - With my peers, I can identify possible solutions for common problems.



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# Distance Learning Playbook

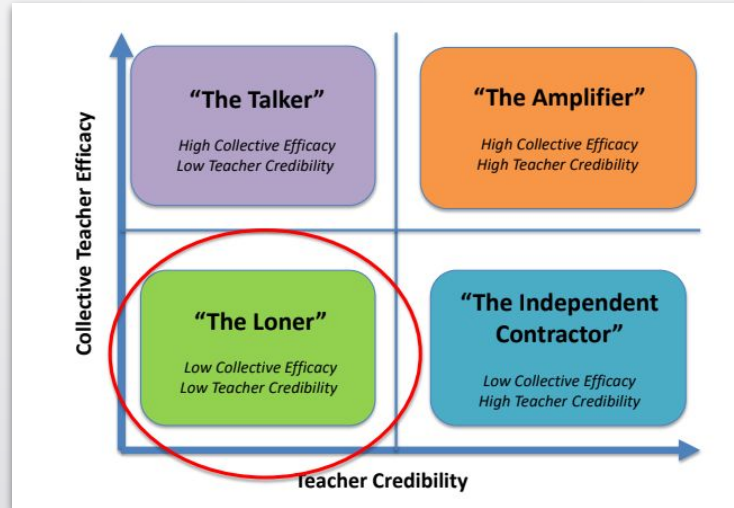
Module 3: **Admin/Teacher** - Teacher-Student  
Relationships in Distance Learning

Six Steps for Healthy Educators



- 
- Build Resiliency
  - Cultivate Compassion
  - Improve Coping Skills
  - Support Your Colleagues
  - Embrace Self-Confidence
  - Manage Change

# Effect Size of Collective Efficacy ~ 1.57!



Collective Teacher Efficacy

- Is isolated socially and emotionally by colleagues
- Practice is private and not shared
- Colleagues avoid engaging beyond necessary interactions
- Holds a pessimistic view of students, colleagues, and the school
- Students are wary and avoid interacting beyond minimal compliance
- Not held in high regard by students
- Wonders whether this is the right profession for him or her

THE TEACHER CREDIBILITY PLAYBOOK

# Connecting with Your Staff: Staff Meetings

Frame meetings around problem-identification and resolution.

What's your biggest accomplishment this month?

What's your biggest challenge right now?

What should we do differently?

What resources would be helpful to you right now?

Is there anything I can help you with?





# Roles

1. Facilitator
2. Time Keeper
3. Presenter (of challenge)
4. Technology Guru (Shares Slideshow with Breakout Room)
5. Recorder



# What's your biggest challenge right now?

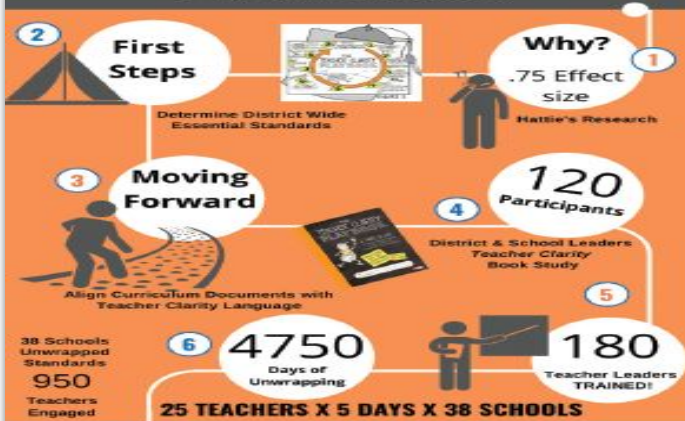
Step		Time
Presenter will have 3 minutes to talk about his/her biggest challenge		3 minutes
Each team member has 1 minute to provide feedback/suggestions. Be sure to list strengths and things to think about		1 minute
After all members have provided feedback, the identified speaker will have 1 minute to share his/her take away from the members.		1 minute/each
Recorder writes any possible solutions that could be shared at the district level <a href="#">here</a> .		





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# TEACHER CLARITY FRAMEWORK



38 Schools  
Unwrapped  
Standards  
950  
Teachers  
Engaged

- ✓ Unwrap Standards : Determine Concepts & Skills | Learning Progressions  
Learning Intentions | Success Criteria
- ✓ Modify Learning Intentions to include Language Expectations
- ✓ Post Learning Intentions and/or Success Criteria
- ✓ Establish Criteria for Mastery of Standards
- ✓ Design Assessment Opportunities that Measure Student Progress before, during, and after Instruction
- ✓ Create Meaningful Learning Experiences
- ✓ Ensure Mastery of Standards Based on Success Criteria

We are not a team because we work together. We are a team because we Respect, Trust, and Care for each other.

~ Vala Alshar

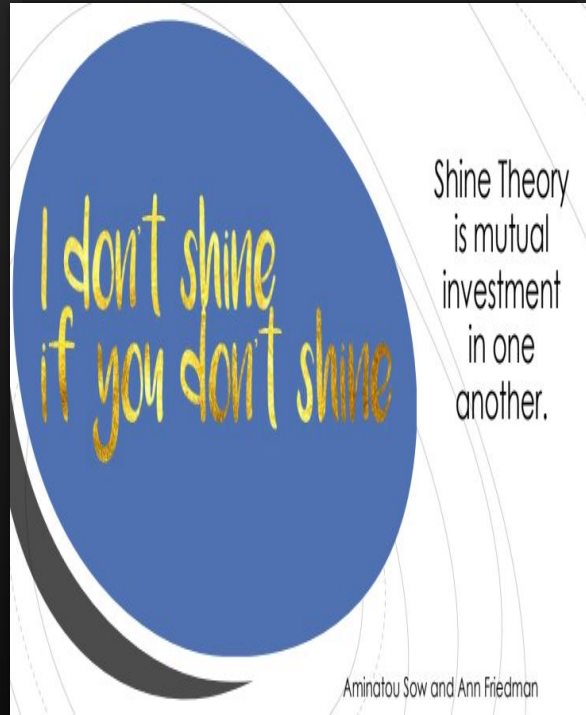


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## Administrator/Teacher Relationships



There are two ways of spreading light:  
to be the candle or the mirror that reflects it. Edith Wharton



# Ideas to build collective efficacy!



**Host clerical staff advisories.**

*Improving Our Customers' Experience:* How might we improve our interface with students? Colleagues? Families?

*Successes and Growth:* What is working for you currently, and where should we focus efforts for improvement?

*Innovation:* What have you encountered recently that you believe might improve your work experience?

Write 5 thank you notes a week.

*Thank you*

Daily/weekly open Zoom meeting/ time for teachers to check in

Host advisory groups with teachers.

**01**

*Professional Learning:* How can professional learning be improved to align with current needs?

**02**

*Successes and Growth:* What is working for you currently, and where should we focus efforts for improvement?

**03**

*Innovation:* What have you encountered recently that you believe might strengthen our distance learning program?

Frame meetings around problem-identification and resolution.

- What's your biggest accomplishment this month?
- What's your biggest challenge right now?
- What should we do differently?
- What resources would be helpful to you right now?
- Is there anything I can help you with?

Conduct emotional check-ins at the beginning of every meeting.

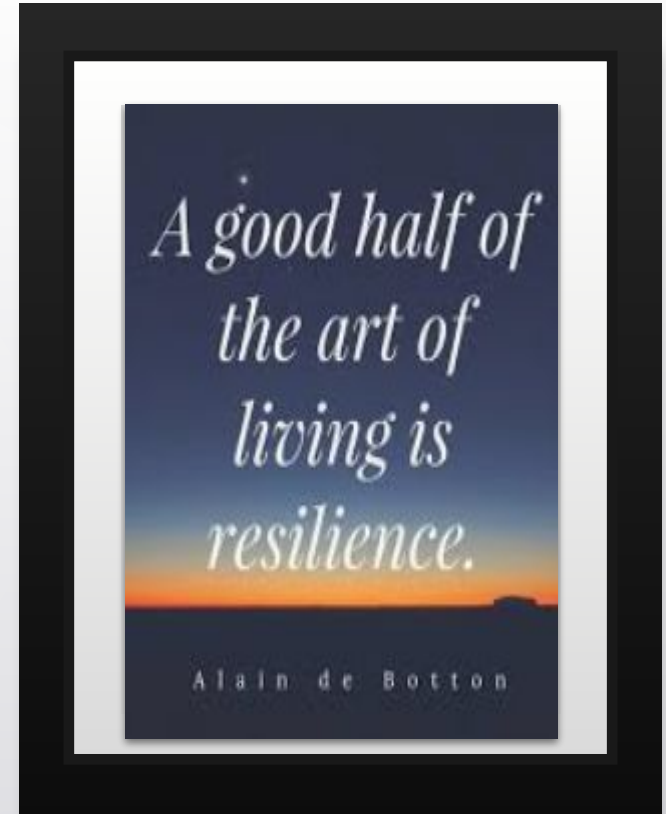
- What has got your attention?
- What are you bringing to this meeting?
- What kind of day have you had so far?

Schedule a Zoom during lunch- there can be breakouts if teachers would like.





# Words from Dr. Finch



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## Administrator/Teacher Relationships



There are two ways of spreading light:  
to be the candle or the mirror that reflects it. Edith Wharton

I don't shine  
if you don't shine

Shine Theory  
is mutual  
investment  
in one  
another.

Aminatou Sow and Ann Friedman



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# MLP ZOOM!


Monday		Tuesday		Wednesday		Thursday	
27	28	29	30	31			
3	4	5	6	7			
<b>First Day for Students</b>			9:30 AM High School & Middle School Level I 10:00 AM <b>Weekly Wednesday Admin Meet</b>				
10	11	12	13	14			
	7:00 PM <b>Governing Board Meeting</b>		7:30 AM PreK-12 Conference; Schools 10:00 AM <b>PreK-12 Conference; Department</b>				
17	18	19	20	21			

**DEER VALLEY**  
*Original... Growth...*

**INTERNAL - 2020-2021 Instructional Calendar - 5/22/20**

© 2020 Deer Valley School District. All rights reserved. This calendar is subject to change without notice. For more information, please contact the District Office at 360-426-1234.

JULY	AUGUST	SEPTEMBER	OCTOBER
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
<small>Jul 7 - Independence Day (Observed)            Jul 19 - Labor Day (No School)</small>	<small>Aug 1 - First Day for Students            Aug 16 - 19 - 20 - Early Release - Middle School            Aug 16-Aug 19 - 20 - Early Release - Middle School            Aug 16-Aug 19 - 20 - Early Release - Middle School            Aug 16-Aug 19 - 20 - Early Release - Middle School</small>	<small>Sep 1 - Labor Day (No School)            Sep 15 - 20 - Early Release - Middle School            Sep 20 - Fall Break (No School)</small>	<small>Oct 13 - 14 - Early Release - Middle School            Oct 15-16 - Fall Break (No School)            Oct 22-23 - All-PT Conference (Half Day)</small>
NOVEMBER	DECEMBER	JANUARY	FEBRUARY
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
<small>Nov 4-11 - Early Release - Middle School            Nov 17 - Thanksgiving (No School)            Nov 22-27 - Thanksgiving (No School)</small>	<small>Dec 4-11 - Early Release - Middle School            Dec 11 - 12 - Half Day            Dec 22-24 - Winter Break</small>	<small>Jan 21 - Jan 23 - Winter Break            Jan 25 - 29 - Early Release - Middle School            Jan 30 - February 1 - No School</small>	<small>Feb 1-12 - Early Release - Middle School            Feb 16 - 20 - Snow Day (No School)            Feb 23-24 - All-PT Conf. (Half Day)</small>
MARCH	APRIL	MAY	JUNE
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
<small>Mar 4-5 - Early Release - Middle School            Mar 10-11 - Spring Break            Mar 17-18 - Spring Break</small>	<small>Apr 1 - 11 - Early Release - Middle School            "The Yellow Days" (No School)            "The Yellow Days" (No School)            "The Yellow Days" (No School)            Apr 12 - Early Release - Middle School</small>	<small>May 1-11 - Early Release - Middle School            May 12 - Last Day for Students - Half Day            May 13 - Last Day for Students            May 20 - Memorial Day (No School)</small>	<small>Jun 1 - 11 - Early Release - Middle School            Jun 12 - Last Day for Students - Half Day            Jun 13 - Last Day for Students            Jun 14 - Memorial Day (No School)</small>



***SEPTEMBER***

***2020***



# DVUSD PLC History

- PLC journey started in 2010 with Baldrige, PLC speaker 2010, and the 2011 PDSA initiative which highlighted a cycle based on data
  - TAP- 2012 PLC conference
- MTSS Training district wide: RTI and Core 6 book studies, high school RTI
  - 2019 Back to School Rally
- Model Teachers Leaders 1st and 2nd year- how to effectively facilitate the collaborative team process
- Hired PLC manager and 3 trainers

- Project Momentum 2018 then expanded in 2019 to include all 5 high schools and 2 K-8 schools
- 2019, 90 min release for collaborative teams to analyze data
- 6 PD :professional development is important to the continued success and improvement of our PLCs
- Administrators and teacher attend PLC Summit ( years? Approximate number of attendees)
- Data
  - PLC continuum data
  - Parent survey data
  - CFA evidence



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*Unified School District*

# TEACHER CLARITY FRAMEWORK



# Year 1 PLC Model Teacher Leaders 2020-2021

## August 24th-

Wellbeing

Building Student Relationships from a Distance

Teacher Credibility

- How can you build these skills within your Collaborative Team
- Some used the slides to present to their staff

## September 14th-

Facilitator Strategies (Building leaders)

Breakout Group Choice; Learning Intentions/Success Criteria

or

Language Intentions and Relevance

Return to Learning In Person Transition/Framework

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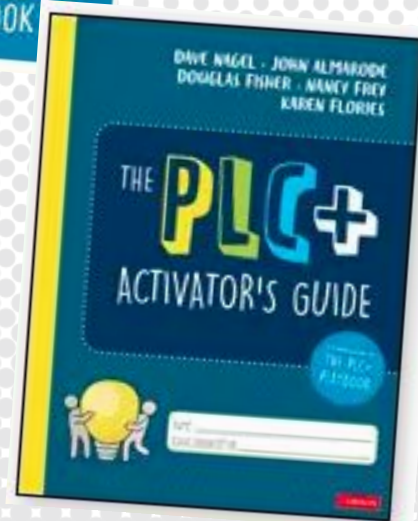
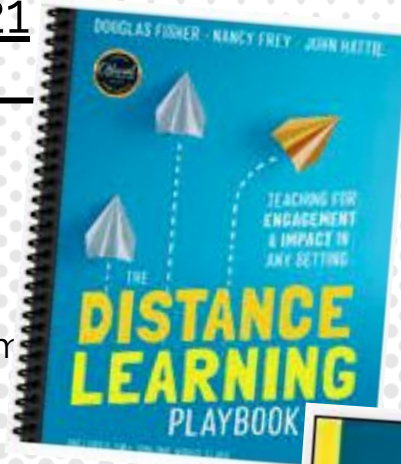
Facilitator Strategies (Activator's Guide)

Data Protocols

MTSS-

Tier 1 Strategies

Tier 2 and 3



# Year 2 or 3 PLC Model Teacher Leader 2020-2021

September 16th

Facilitator Strategies (Building Leaders)

Data Protocols

Return to Learning In Person Transition/Framework



PLC School Project

Model Teacher Leader will Work with their school leader to determine a PLC need.

Collaborative Team Need

- Example- 6th ELA is all new teachers to that Collaborative Team. Model Teacher Leader will provide skills of the PLC process/guiding questions

School-wide Need

- **Teacher Clarity roll out. Model Teacher Leader partners with facilitators to support each module.**

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**Continue** Facilitator Strategies (Activator's Guide)

MTSS-

Tier 1 Strategies

Tier 2 and 3

### Clarity of Organization-

- Schedule and flow of the instructional day
- Opportunities for student engagement

## Distance Learning Playbook:

### Clarity of Content-

- Learning Intentions- What the students are learning
- Success Criteria- Ways to gauge the learning

### Clarity of Guided Practice-

- Scaffolding process from direct teaching to guided, small group, and independent learning

## Module 5: Clarity

How to increase clarity in distance learning

### Clarity of Assessment-

- Creating opportunities to check for understanding of the learning intentions and success criteria

# Short Term Work

## Flexible PLC Dates

- September 18th
- September 25th
- October 9th

## ***CONVERSATION STARTER***

How can collaborative teams help with the transition  
To In-Person Learning.



# Return to Learning- Possible Collaborative Team Time Agenda Options- September

## Clarity of Current Framework

- Organization
- Content
- Guided Practice
- Assessment

## Return to School Framework

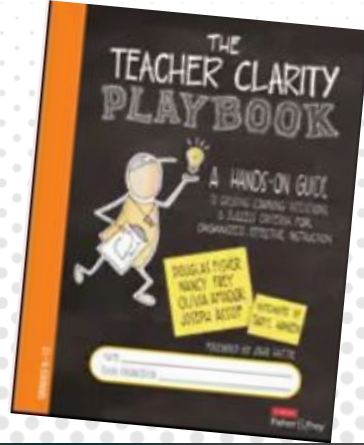
- Phase In Plan
- In Person  
Students in  
Quarantine
- High School  
Singletons

## Return to School Framework

- Phase In Plan
- In Person  
Students in  
Quarantine
- High School  
Singletons



# Long Term Work



## Teacher Clarity Playbook

### Teacher Clarity- Effect Size .75

- School Roll Out Plan
- All teachers trained

## MTSS

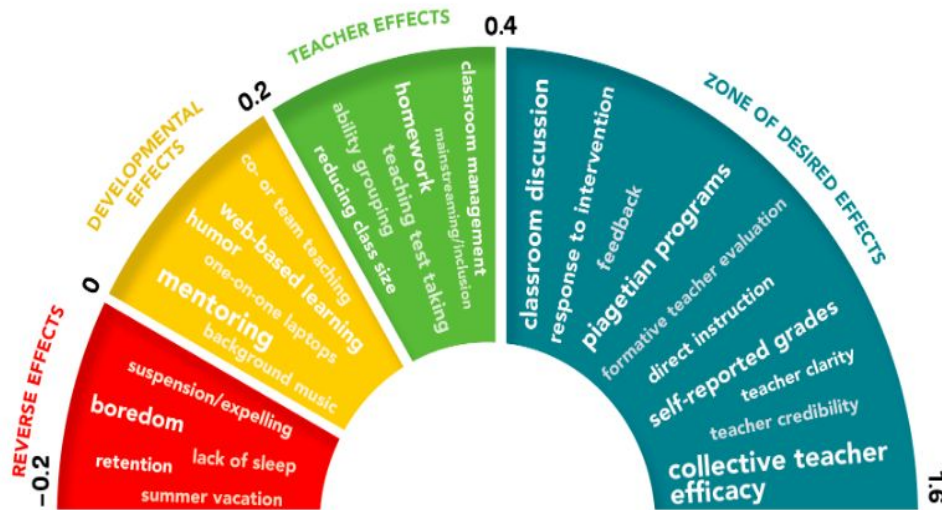
### Response To Intervention- Effect Size of 1.07

### Feedback Effect Size of .73

- Collaborative Team Data Protocols
- Response to Data Protocols
- Classroom Models to support Tiered instruction
- Structured intervention systems

### Self-Reported Grades- Effect Size of 1.44

Student Data Folders, Students take ownership in their learning and track their own progress





***LOGISTICS***

## All certified staff will receive professional development credit through Frontline for PLC early release Fridays.

- If your school or Multi-school team already has a Frontline system, keep it going.
- Attendance monitoring will begin October 9th
- Details will be emailed to your school secretary
- If there is an absence each Collaborative Team will be responsible for recording the absence in the attendance form prior to the end of their meeting.
- Monday morning following an early release school secretaries will be sent an email of staff absences from their school.
- School secretaries will enter these absences into Frontline.

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Monitoring  
Attendance

### Secretaries:

Frontline/MLP for PLC & PD Days

- Course Shell
- Example of PLC Absences

### ALL Collaborative Teams

- Attendance Form
- Communication Example


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***NOVEMBER***

***2020***



# How Can We Activate Our Collaborative Teams to Discuss Equity?

*Intentional and honest conversations about equity are the  
ones we **MUST** have in education.*

*PLC Activator Guide; Corwin*

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The Activator can be the catalyst to generate these discussions.



***HOW TO COACH YOUR TEAMS  
OR  
HOW TO COACH YOUR TEAM LEADS***



# ***A MOCK COLLABORATIVE TEAM MEETING***

Prompts to listen for....

**How does the Activator (facilitator) focus the team on subgroups?**

# ***A MOCK COLLABORATIVE TEAM MEETING***

Prompts to listen for....

**How does the Activator (facilitator) push her team to think deeper?**

# **BREAKOUT:**

## **SCRIPT**

- In what ways do Collaborative Teams within your school focus on equity and/or gaps?
- What are ways that you can activate your Collaborative Teams to discuss equity and/or gaps?



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All certified staff will receive professional development credit through Frontline for PLC early release Fridays.

- Attendance process will begin Nov 6th or 20th
- If there is an absence, each Collaborative Team will be responsible for recording the absence in the attendance form prior to the end of their meeting.
- Monday morning following an early release school secretaries will be sent an email of absences from their school.
- School secretaries will reconcile these absences in Frontline.

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# Multi-School Collaborative Team Time

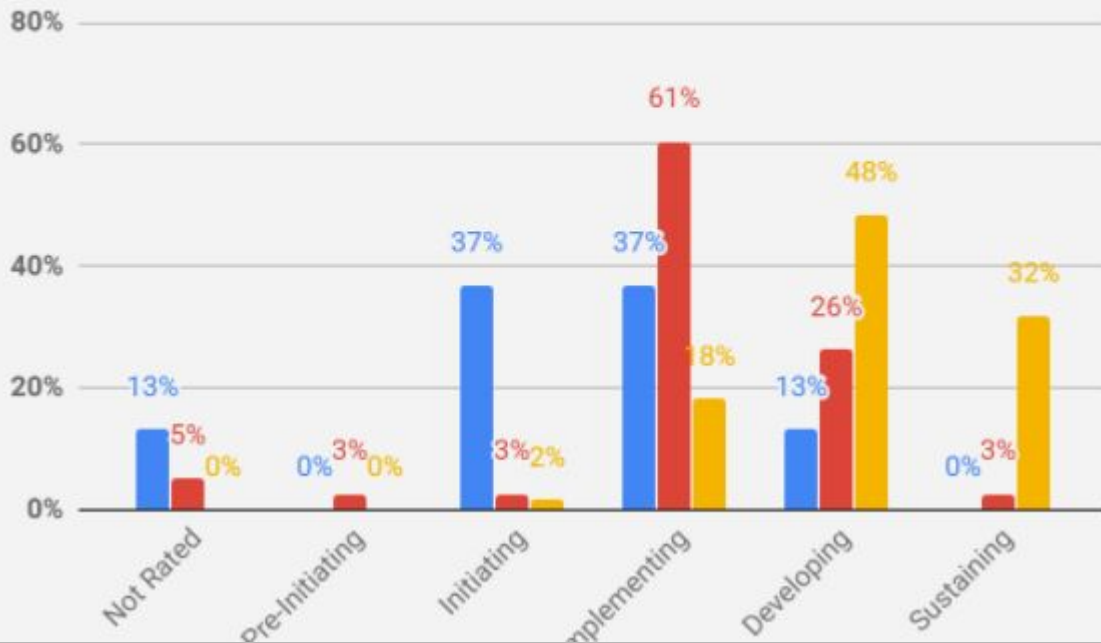
- PLC Groups
- K-6, K-8, Middle School, and HS
- Aligning Collaborative Team Work to Goals- Sub populations/TSI
- Discussion of Activators- Facilitator Training
- Absence Protocols
- Use of Data - MI



# PLC Continuum

## Implementing the PLC Process District-wide (Schools)

9/27/2018 5/16/2019 4/14/2020



### Professional Learning Communities at Work™ Implementing the PLC Process Districtwide

honestly assess the current reality of your school's implementation of each indicator listed in the left column. This form may also be used to assess district or team implementation.

clear parameters and priorities, ongoing support, systems for monitoring progress, and sustained focus on the learning community process in schools throughout the district.

	Initiating	Implementing	Developing	Sustaining
The district has announced that schools should operate as professional learning communities and may have articulated a rationale in support of PLCs, but the process remains ambiguous, and educators at the school site view it as just one of many initiatives being down upon them from the central office. Little is done to monitor implementation, some central office leaders and principals demonstrate indifference to the initiative.	Central office leaders made a concerted effort to build shared knowledge and to establish a common language regarding the PLC process throughout the district. They have called for schools to operate as PLCs and clarified some of the specific structural changes to support teacher collaboration and systems of interventions that they expect to see in each school. They monitor the implementation of the structural changes and offer assistance to schools that seek it. Some schools move forward with effective implementation, while others merely tweak their existing structures. Professional practice is impacted in some schools and not in others.	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.	Administrators at all levels function as coordinated, high-performing teams characterized by a deep understanding of and commitment to the PLC process. They consider that process not as one of several improvement initiatives, but rather as the process by which they will continuously improve student and adult learning. They are intensely focused on student learning and make student achievement data transparent among all members. They work together collaboratively to resolve problems, develop a deeper understanding of the PLC process, and learn from one another. They are committed to the collective success of the team and the individual success of each member.	



# DAOI- Collective Efficacy

Where are you regarding your [Multi-School Collaborative Team](#)?

## DAOI Goal

By the end of the 2021 school year, 80% of Model PLC Teacher Leaders, Targeted Collaborative Team Members (teams with whom the PLC Training Team consistently meets), and School Leaders will respond with “Quite a Bit” or “A Great Deal” to the [\*DVUSD Distance Learning Playbook Collective Efficacy Scale\*](#).

# Today's Outcomes:

- I am learning to analyze pre-assessment data and identify gaps in our sub-population data.
- I am learning to create a plan that will allow the Collaborative Teams on my campus to target students with gaps, specifically those in sub-populations aligned to my school goal.



# Gap- *Key Strategic Priority 1 – Excellence in Student Learning (25%)*

By the end of the 2021 school year, 19 of the 39 schools will reduce the gap between general education students for ELA or Math and one of the following sub-populations (special education, EL, or ethnicity).

	<b>SPED Gap</b>	<b>EL Gap</b>	<b>Ethnicity</b>		
			<b>W/B</b>	<b>&amp;</b>	<b>W/H</b>
<b>6-8, 10 ELA</b>	<b>23%</b>	<b>24%</b>	<b>10%</b>	<b>&amp;</b>	<b>7%</b>
<b>3-8, 10 Math</b>	<b>22%</b>	<b>20%</b>	<b>14%</b>	<b>&amp;</b>	<b>10%</b>

## **Key Measures**

ELA: 6-8, 10 ELA Comprehensive B

Math: 3-8 Semester 1 Interim, Geometry Comprehensive

***Change: 3-8 Semester 2 Interim, AzM2 Mimic***

# Target Cards

## For Primary School Goal

Select Content

Math

And Sub-population

SpEd

## For Secondary School Goal

Select Content

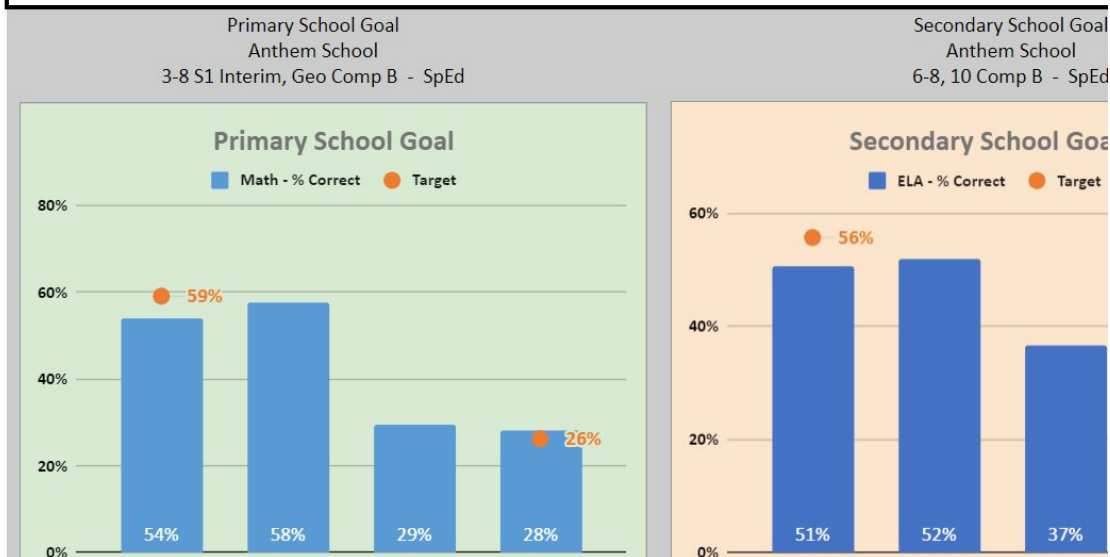
ELA

And Sub-population

SpEd

	Math - % Correct	Target	Results
All Studer	54%	59%	<input type="text"/>
GenEd	58%		
SpEd	29%		
SpEd Gap	28%	26%	<input type="text"/>

	ELA - % Correct	Target	Results
All Studer	51%	56%	<input type="text"/>
GenEd	52%		
SpEd	37%		
SpEd Gap	15%	13%	<input type="text"/>



# Example of a CIP



## K-8

By May 2021, Hero school will decrease the gap between general education students and students on IEPs by 2% as evidenced by the AzMerit Math Assessment (Compare 2019 with 2021).

By May 2021, Hero school will decrease the gap between general education students and students on IEPs by 2% as evidenced by the 3-8 Math Semester 1 Interim.

By May 2021, 100% of K-3 students will demonstrate growth on the DIBELS assessment, as evidenced by no more than 15% of the student population scoring in the intensive category based on the end of year composite score.

## High School

By May 2021, Hero school will decrease the gap between general education students and students on IEPs by 2% as evidenced by the 10th Grade AzM2 Math Assessment (Compare 2019 with 2021).

By May 2021, Hero school will decrease the gap between general education students and students on IEPs as evidenced by a 2% decrease on the Geometry AzM2 Mimic between the fall and spring of the 2020-2021 school year.

# ***CIP***

- × Share your academic goals. Which content and sub-population is your focus?
- × Discuss how you will work with your collaborative teams to target your sub-populations to reduce the gap.

## **Roles**

- Facilitator
- Time Keeper
- Share out
- Techy



## ***CHAT BOX***

What is your next step to move your campus forward with your goals?

