HIGH S CHOOL REDEED : PROFESINAL LEARING COMMENTS , 2007



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> **Nb**1008 P**b**1Nbn07

LIST OF FIGURES

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METHODOLOGY

PURPOSE OF THE EVALUATION

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Critical elements	Structural conditions	Social and Human resources
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Akins	ФО	18
Anderson	7	
Austin	7	
Bowie	97	
Crockett	7	
International	\mathbb{D}	26
Johnston	51	6
Lanier	52	6
LASA	3	400%
LBJ	6	
McCallum	53	6
Reagan	50	6
Travis	3	5. 50%

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Total

153 AD P161a

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Teacher experience	%Mb	₩ b n	% Б
Associate's degree	O. 5%	O. %	0.6
Bachelor's degree	B		
Master's degree	1 5%	7	
Doctorate	O. 009%	0.00%	1%
0–4 years experience	%	5.8	
5–9 years experience	0.08		
10-18 years experience	0.08		
19–40 years experience	O. 09%	2 1/o	%
Total	46		

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EVALUATION RESULTS

CRITICAL ELEMENTS PRESENT IN PLCS

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Critical element	Nota b∳ 1	2	3	4	5	b 6	Rig g
Openness to improvemen	t 390%	0.10%210)%# 3 %æ	}			
Cognitive and skill base	2 50%	6					
Supportive leadership	6						
Trust and respect	5. 50%	0.0%21	7				
Socialization	450%	0 . D%2 45	0%5.8				

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RESULTS BY PLC MODEL/PROFESSIONAL DEVELOPMENT PROVIDER

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Purpose	R ₽ %
Share and discuss research on effective teaching methods	8
Better understand what all students must know and do as a result of instruction	on 6
Review student achievement related to articulated goals	59. 8
Share and discuss research and practices for special populations	55. 50%
Learn to use the classroom observation protocol for instructional improvement	nt <i>4</i> 7
Learn to use protocol for studying student work	47
Evaluate adherence to and the effectiveness of our team norms (twice per ye	ar) #00%
Planning individual lessons (without collaborative input)	5 . 00%

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Activity	R p %
Conduct regularly scheduled meetings	8

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8 16

Data	RpPte
School assessment data	8
District assessment data	6
Attendance data	6
State assessment data	59. Φ %
Tutoring service data	3
Discipline referral/action data	B
Students dropout data	77
Student enrollment in rigorous courses	9. 7
Other areas in which we hope to eggage students (e.g., community service)	8
National assessment data	4 7
Extracurricular activities data	4 7
Parent conferences regarding discipline	40 %

150. Poli6P5 g Co in 15

	R p %
Used common assessments to (a) identification who need additional time and support for learning, (b) discover strengths and weaknesses in our individual teaching, and (c) help measure our program's effectiveness	6
Generated products related to student learning	536
Developed strategies and systems to assistudents in acquiring prerequisite knowledge and skills when they are lacking in those areas	5О. Ф%
Developed strategies to extend and enridthe learning of students who have mastered essential skills	400%
Developed a system of interventions for students to receive additional time an support for learning if he/she experiences initial difficulty	d ₄₇
Received frequent and timely feedback about the performance of students on school, district, and state assessments	9 . 8
Taught students the criteria to be used in judging the quality of their work and have provided them with examples	9 . 0 %

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APPENDICES

1. PLC/SLC Resources and Requisite Conditions Survey

This survey is designed to collect your opinions about Professional Learning Communities/Smaller Learning

Communities development and use on your campus. The survey consists of three Likert - type rating scales that pertain to information about PLC/SLC Critical Elements, Structural Conditions, and Social and Human Capital. The survey also asks about the types of PLC activities that take place on your campus.

The responses you provide will be confidential. Results will only be reported in groups (by campus or within content areas).

Thank you in advance for your time and for sharing your thoughts with us.

1. Please rate the following 5 critical elements of PLC/SLC development.

	Not Even Close Yet					Totally There
Reflective Dialogue	j tn	jn	jα	j'n	jα	j 'n
De-privatization of Practice	Ĵη	j'n	j m	j'n	j ro	Ĵη
Collective Focus on Student Learning	j'n	j'n	jα	j'n	jα	ĴΩ
Collaboration	j m	j m	Ĵτα	j ro		

2. Now assess your school on the structural conditions available to PLC/SLC development.

3. Finally, assess your school on the social and human resources available to PLCs/SLCs.

	Not Even Close Yet					Totally There
Openness to	j n	jα	jn	jn	jα	j'n
Improvement						
Trust and Respect	j∕n	j m	j m	j m	jn	j m
Cognitive and Skill Base	ĵα	jn	jn	jn	jα	jn
Supportive Leadership	j m	jn	jm	jm	ĵη	j m
Socialization	ĵα	j'n	j n	j ra	ĵα	ĵα

What is your evidence? What are your questions?



2. PLC/SLC Activities

4. Joint Enterprise: What is the PLC/SLC about?

- 6 Share & discuss research on effective teaching methods
- Share & discuss research and practices for ELLs, SpEd, and other disaggregated student groups
- Better understand what all students must know and to be able to do as a result of every unit of instruction
- Planning individual lessons (without collaborative input)
- Evaluate our adherence to and the effectiveness of our team norms at least twice each year
- For each of the academic and affective goals set for students, the question is asked, "How do we know if our students are achieving this goal?"
- Learn to use protocol for studying student work
- Learn to use the classroom observation protocol in use at this campus (i.e. DL, Dana and/or EAR)

Other (please specify)

5. Mutual Engagement: How does the PLC/SLC do its work?

- Regularly scheduled meetings
- 6 Organized, planned agenda for PLC meetings
- Most all members routinely attend PLC meetings
- 6 Work with colleagues regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level
- Individually grading student work
- Work with colleagues to clarify the criteria by which the quality of student work will be judged
- Practice applying criteria by which to judge the quality of student work until it is consistent
- Plan field trips for students
- ldentify the specific standard or target each student must achieve on each of the skills being addressed by formative assessment
- Classroom observations within your PLC members/campus
- ldentify policies and practices that encourage learning in homework, grading, discipline, etc.
- Work interdependently to achieve common goals set from within the PLC
- Engage in collective inquiry on questions specifically linked to gains in student achievement
- Respond to parent emails and phone calls regarding students
- ldentify strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
- 6 Identify the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments
- Visits to other campuses to observe PLCs or classrooms
- 6 Use the results of common assessments to identify students who need additional time and support to master essential learning, and ensure they receive proper support
- Have examined data trends

Other (please specify)

of c	lata your PLC/SLC has examined.
é	School assessment data
é	District assessment data
É	State assessment data
É	National assessment data
é	attendance
é	extra - curricular activities
é	tutoring services
é	students enrolled in most rigorous courses offered
é	students graduating without retention
é	students who drop out of school
É	other areas in which we hope to engage students (such as community service)
É	number of referrals (including top three reasons)
É	number of parent conferences regarding discipline
É	number of in -school suspensions (including top three reasons)
Oth	er (please specify)
7. 5	Shared Repertoire: What has the PLC/SLC produced?
	Generate and submit products tha8.5 13 Tf RG 1 wt5 544.5 m 38.5 544.5 l S q 39 545 739 42 re W n BT /Fabc6 10 Tf 0 0 0 rg 1 0 0 1

6. If you have examined data within your PLC/SLC work, please indicate what types

AUSTIN INDEPENDENT SCHOOL DISTRICT

SUPERINTENDENT OF SCHOOLS Pall. Fig. # , Phl.

OFFICE OF ACCOUNTABILITY

AD LEV PhD.

DEPARTMENT OF PROGRAM EVALUATION HIGH PhD.

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