

HIGH SCHOOL REDESIGN : PROFESSIONAL LEARNING
COMMUNITIES , 2007



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METHODOLOGY

PURPOSE OF THE EVALUATION

The purpose of the evaluation was to determine the extent to which the AISD PLC Initiative was implemented and the extent to which it was effective in improving the performance of PLCs. The evaluation was conducted using a mixed methods approach, including interviews, focus groups, and document analysis. The data were analyzed using content analysis and statistical analysis. The findings of the evaluation are presented in the following sections.

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Critical elements	Structural conditions	Social and Human resources
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የሥራ ምርጫ	የሥራ ምርጫ	የሥራ ምርጫ

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Campus	Number	Percentage
Akins	00	18
Anderson	7	
Austin	7	
Bowie	97	
Crockett	7	
International	0	26
Johnston	51	6
Lanier	52	6
LASA	3	400%
LBJ	6	
McCallum	53	6
Reagan	50	6
Travis	3	5.50%
Total	7	

Source: AISD PLC Initiative, 2007-2008

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Teacher experience	%0a	%0b	%0c
Associate’s degree	0.5%	0.%	0.6
Bachelor’s degree	0		
Master’s degree	15%	7	
Doctorate	0.009%	0.00%	1%
0–4 years experience	7%	5.8	
5–9 years experience	0.08		
10–18 years experience	0.08		
19–40 years experience	0.09%	2%	2%
Total	46		

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EVALUATION RESULTS

CRITICAL ELEMENTS PRESENT IN PLCs

On the whole	eg. 54. 50%	at least
6 PLCs	eg. 54. 50%	at least
10	at least	at least
at least 10		at least
at least	at least	

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	No by					
Critical element	1	2	3	4	5	

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Table 6

Results of the PLC Survey

Critical element	1	2	3	4	5	6	Range
Openness to improvement	39%	0%	10%	40%	10%	0%	0-100
Cognitive and skill base	25%	6					
Supportive leadership	6						
Trust and respect	5.50%	0%	17				
Socialization	45%	0%	45%	5.8			

Source: AISD PLC Survey, 2008

Figure 1

PLC Survey

Results

1. **Professional Learning**
 2. **Instructional Practice**
 3. **Instructional Leadership**
 4. **Professional Learning Community**

5. **Professional Learning Community**
 6. **Instructional Practice**

7. **Instructional Practice**
 8. **Instructional Leadership**
 9. **Professional Learning Community**

10. **Professional Learning Community**
 11. **Instructional Practice**

12. **Professional Learning Community**

13. **Instructional Practice**
 14. **Instructional Leadership**
 15. **Professional Learning Community**

16. **Instructional Practice**
 17. **Instructional Leadership**
 18. **Professional Learning Community**

RESULTS BY PLC MODEL/PROFESSIONAL DEVELOPMENT PROVIDER

1. **Professional Learning**

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2. **Instructional Practice**

3. **Instructional Leadership**

4. **Professional Learning Community**

5. **Instructional Practice**

6. **Instructional Leadership**

7. **Professional Learning Community**

8. **Instructional Practice**

9. **Instructional Leadership**

10. **Professional Learning Community**

11. **Instructional Practice**

12. **Instructional Leadership**

13. **Professional Learning Community**

14. **Instructional Practice**

15. **Instructional Leadership**

16. **Professional Learning Community**

17. **Instructional Practice**

18. **Instructional Leadership**

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Purpose	Rp%
Share and discuss research on effective teaching methods	8
Better understand what all students must know and do as a result of instruction	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	7
Learn to use protocol for studying student work	7
Evaluate adherence to and the effectiveness of our team norms (twice per year)	100%
Planning individual lessons (without collaborative input)	5.00%

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Activity	Rep %
Conduct regularly scheduled meetings	8

59. Data in Progress by District

Data	Reports
School assessment data	8
District assessment data	6
Attendance data	6
State assessment data	59.0%
Tutoring service data	3
Discipline referral/action data	8
Students dropout data	17
Student enrollment in rigorous courses	9.7
Other areas in which we hope to engage students (e.g., community service)	8
National assessment data	17
Extracurricular activities data	17
Parent conferences regarding discipline	10%

10. ~~PCs~~ ~~Co~~ ~~in~~ ~~is~~
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	Rep%
Used common assessments to (a) identify students 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 assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas	50.0%
Developed strategies to extend and enrich the learning of students who have mastered essential skills	400%
Developed a system of interventions for students to receive additional time and support for learning if he/she experiences initial difficulty	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	9.9%

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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	jn	jn	jn	jn	jn	jn
De-privatization of Practice	jn	jn	jn	jn	jn	jn
Collective Focus on Student Learning	jn	jn	jn	jn	jn	jn
Collaboration	jn	jn	jn	jn		

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 Improvement	jn	jn	jn	jn	jn	jn
Trust and Respect	jn	jn	jn	jn	jn	jn
Cognitive and Skill Base	jn	jn	jn	jn	jn	jn
Supportive Leadership	jn	jn	jn	jn	jn	jn
Socialization	jn	jn	jn	jn	jn	jn

What is your evidence? What are your questions?

2. PLC/SLC Activities

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

- 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
- ☒ Organized, planned agenda for PLC meetings
- ☒ Most all members routinely attend PLC meetings
- ☒ 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
- ☒ Identify 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
- ☒ Identify 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
- ☒ Identify strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
- ☒ 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
- ☒ 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)

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

- School assessment data
- District assessment data
- State assessment data
- National assessment data
- attendance
- extra -curricular activities
- tutoring services
- students enrolled in most rigorous courses offered
- students graduating without retention
- students who drop out of school
- other areas in which we hope to engage students (such as community service)
- number of referrals (including top three reasons)
- number of parent conferences regarding discipline
- number of in -school suspensions (including top three reasons)

Other (please specify)

7. 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 43

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