Growing your PLC Collaborative Teams

Differentiating support for your collaborative teams
Theory of Action

We believe that if we implement PLCs as defined in our Collective Commitments throughout our organization and systematically develop leadership capacity, then student growth and achievement will continuously increase.
LISD PLC Collective Commitments

**Student Learning as our Primary Purpose**
Our decisions focus on positively impacting student learning.

**Collaborative Culture as our Primary Practice**
Our actions focus on building and maintaining our interdependence.

**Performance Results as our Primary Measure**
Our efforts are driven by a results-oriented mindset.
# Implementing PLCs on Campus

## Greatest Strides?

### Professional Learning Communities in Leander ISD

#### PLC Belief Statement
Leander ISD believes a Professional Learning Community is the heart of high-quality, job-embedded professional learning and is the most effective manner to ensure academic growth for all students.

#### Vision of Highly Effective PLCs
Leander ISD will function as a Professional learning Community, at all levels of the organization, through highly effective collaborative teams that center all work on improving student learning.

#### Operational Definition of PLCs
A Professional Learning Community is an ongoing process in which educators work collaboratively in teams using concepts of collective inquiry and action research to achieve better results for the students they serve.

### Collaborative Team Commitments - The Work of our PLC

<table>
<thead>
<tr>
<th>Collaborative Team Commitments</th>
<th>Work of our PLC</th>
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<tbody>
<tr>
<td>Student Learning as our Primary Purpose</td>
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<td>Performance Results as our Primary Measure</td>
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<tr>
<td>We will</td>
<td>Our efforts are driven by a results-oriented mindset.</td>
</tr>
<tr>
<td>Create essential outcomes based on the L3D Curriculum Documents, (What do we want students to learn?)</td>
<td>We will analyze student performance results from multiple assessments to ensure a year of growth for every student.</td>
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<tr>
<td>Use multiple common assessments to monitor the learning of each student on all essential outcomes, (How will we know they learned?)</td>
<td>Purposefully identify and support students who require intervention to master essential standards.</td>
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<tr>
<td>Provide interventions during the regular school day, (when will we respond when students do not learn?)</td>
<td>Purposefully identify and support students who need additional opportunities.</td>
</tr>
<tr>
<td>Provide enrichment and challenge opportunities during the regular school day, (there will be events and extend the learning for students that already know the content?)</td>
<td>Reflect on results to discover strengths and weaknesses in our collective instructional practice.</td>
</tr>
<tr>
<td>Align our actions to collective commitments and institutional goals.</td>
<td>Use our effective practice to promote continuous improvement in every classroom and every department.</td>
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**Image Description:**
- **Image 63x40 to 241x256:** An image of a person standing on a skateboard, possibly indicating dynamic learning or movement.
- **Image 322x107 to 646x314:** Another image showing a person with a skateboard, emphasizing action and movement.

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**Note:** The table contents are placeholders and need to be filled with specific details related to the context of implementing PLCs on campus.
Implementing PLCs on Campus

Greatest Challenges?

Professional Learning Communities in Leander ISD

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Vision of Highly Effective PLCs
Leander ISD will function as a Professional Learning Community, at all levels of the organization, through highly effective collaborative teams that center all work on improving student learning.

Operational Definition of PLCs
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 they serve.

Collaborative Team Commitments - The Work of our PLC

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<th>Student Learning as our Primary Purpose</th>
<th>Collaborative Culture as our Primary Practice</th>
<th>Performance Results as our Primary Measure</th>
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<tr>
<td><strong>We will:</strong></td>
<td><strong>We will:</strong></td>
<td><strong>We will:</strong></td>
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<tr>
<td>Create essential outcomes based on the LCDD Curriculum Documents. (What do we expect students to learn?)</td>
<td>Actively participate in regularly scheduled collaborative team time during the school day.</td>
<td>Analyze student performance results from multiple common assessments to ensure a year’s (n) of growth for every student.</td>
</tr>
<tr>
<td>Use multiple common assessments to monitor the learning of each student on all essential outcomes. (How do we know they learned it?)</td>
<td>Create and implement unified practices regarding scope, sequencing, pacing, grading, and assessment practices.</td>
<td>Purposefully identify and respond to students who need enrichment.</td>
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<tr>
<td>Provide interventions during the regular school day. (How will we respond when students don’t learn?)</td>
<td>Use and share high-yield strategies to positively impact student learning.</td>
<td>Purposefully identify and support students who need enrichment.</td>
</tr>
<tr>
<td>Provide enrichment and challenge opportunities during the regular school day. (How will we enrich and extend the learning for students that already know the content?)</td>
<td>Align our actions to collective commitments and district/campus goals.</td>
<td>Reflect on results to discover strengths and weaknesses in our collective/individual teaching.</td>
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<tr>
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<td>Use our reflective practice to promote continuous improvement in every classroom and every department.</td>
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</tbody>
</table>
“Collaboration would be a lot easier if it weren’t for all those collaborators.”
PLC Year 3:
What will be different?
Challenge:
Design a 4-step guide to differentiate support
Four Steps to Growing your Collaborative Teams

**STEP 1**  Data analysis to determine current reality

**STEP 2**  Identify strengths & refinement areas

**STEP 3**  Identify resources to support growth

**STEP 4**  Monitor and support
Engaging in 2 Levels

**Campus Level Review**
- Identify Current Reality and Trends
- Target Improvement Efforts
- Identify Resources/Supports Needed
- Implement and Monitor

**Team Level Review**
- Identify Current Reality and Desired State
- Target Areas for Improvement
- Develop Action Plan and Identify Resources/Supports Needed
- Implement and Monitor

**STEP 1**
- Identify Current Reality and Trends

**STEP 2**
- Target Improvement Efforts
- Identify Resources/Supports Needed

**STEP 3**
- Implement and Monitor

**STEP 4**
- Identify Current Reality and Desired State
- Target Areas for Improvement
- Develop Action Plan and Identify Resources/Supports Needed
- Implement and Monitor
Engaging in 2 Levels of Analysis

**Campus Level Review**
- Taking a “Big Picture” View
- Examine trends
- Consider Campus-wide and Team-based supports needed

**Team Level Review**
- Empowering teams to lead their own improvement processes
- Provide supports, opportunities for reflection and monitoring
- Building teacher leaders

Protocol for Campus Leadership Teams
https://qr.go.page.link/Lwkqo

Protocol for Collaborative Team Improvement Process
https://qr.go.page.link/Lwkqo
# Campus Leadership Team Collaborative Team PLC Implementation Survey Data Analysis Protocol

## Data Norms:
- We believe that all students are OUR students.
- Come prepared to share and discuss data.
- Data is knowledge - "knowledge driven" as "data driven".
- Data analysis is about improving instruction and/or team & campus processes.
- Assume the teachers are in the room sharing the discussion. Don’t use data to blame teachers or their circumstances.
- Read first to understand. Don’t jump to conclusions until ample data and understanding context.

## Orient Yourself to the Data:
- How are these data organized/sorted?
- What are the most important components?
- What do you notice/wonder?

## Step 1: Analyze Strengths and Concerns: What is the greatest area of growth?
- Which commitments are most fully developed and which are less developed?
- What are the relative strengths and needs by grade level?
- What are the relative strengths and needs for content area teams?
- What trends do you see?

## Strengths

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<th>Below Target</th>
<th>On Target</th>
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## Step 2: Establish Goals and Select Strategies
- What does the data tell us about campus-wide needs?
- What are the priorities for improvement/growth?
- What does the data tell us about the most significant needs for each collaborative team?
- What supports are needed?

### For whom?
- Learning Goal(s)/Target Areas for Improvement (What?)

### Supports/Resources Needed (How?)
- Time Frame (When?)

<table>
<thead>
<tr>
<th>Sample</th>
<th>Team 1</th>
<th>Team 2</th>
<th>Campus-wide</th>
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</table>
| 4th-grade team: At risk students, they are not consistently reading.
  - What is the impact on their overall performance?  
- What data tell us about the most significant needs for each collaborative team? 
- What supports are needed? | |
| 5th-grade team: At risk students, they are not consistently reading.
  - What is the impact on their overall performance?  
- What data tell us about the most significant needs for each collaborative team? 
- What supports are needed? | |
| 6th-grade team: At risk students, they are not consistently reading.
  - What is the impact on their overall performance?  
- What data tell us about the most significant needs for each collaborative team? 
- What supports are needed? | |

## Step 3: Monitor Team Growth
- How often will we monitor the teams’ progress?
- What data will we collect?

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**Protocol for Campus Leadership Teams**

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**Campus Level Review**
Team Level Review

Bone Diagram: title

Drivers
- List Drivers

Ideal
- List Ideal

Barriers
- List Barriers

Current
- List Current

Collaborative Team Protocol

Collaborative Team Action Plan Template

Team Name:

Target PLC Commitment:
  - Current level of implementation
  - Target level of implementation for this year

Smart Goal(s):
  - What do we want to accomplish?

Measures:
  - How will we know when we get there?

Resources/Supports Needed:
  - What resources/supports do we need?

Formative Reviews:
  - When and how will we track our progress?

Action Steps:

<table>
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<th>What?</th>
<th>By Whom?</th>
<th>When?</th>
<th>Notes</th>
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Getting Started

2019-20 Collaborative Team PLC Survey Reports

Elementary Sample
Secondary Sample
Additional Resources
Thank You!

“Way to shift the blame.”