

2007-08



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

**WAKE COUNTY PUBLIC SCHOOL SYSTEM (WCPSS)
PROFESSIONAL LEARNING COMMUNITIES:
2007-08 IMPLEMENTATION STATUS**

(Corrections made June 10, 2008; see page 32)

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ABSTRACT

Professional Learning Communities (PLCs) are in the implementation stages throughout the Wake County Public School System (WCPSS). Results from the 2007-08 High Five PLC Survey of teachers throughout the school system, as well as observations and focus group interviews in selected schools, show that strong support continues for PLC implementation overall, (66% to 87% of respondents agreed or strongly agreed with statements about each PLC element). Results suggest PLC concepts and work efforts are well underway and are growing in implementation. Challenges cited include finding time for PLC team work and remediation of student skills, increasing the understanding of all staff of PLC concepts, and increasing teachers' skills in developing and using quality formative assessments.

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WCPSS PROFESSIONAL LEARNING COMMUNITIES: 2007-08 IMPLEMENTATION STATUS

Table of Contents

Summary	3
Background	5
Central Services Implementation and Support Efforts	6
School Implementation Efforts	7
Instruments.....	7
Teacher Survey	7
School PLC Team Observations and School Focus Group Interviews	8
Findings.....	9
PLC Team Participation.....	12
PLC Professional Development.....	13
Typical PLC Team Meeting Frequency, Length, and Time of Day	14
Support and Resource Allocations.....	17
Best Practices	19
Biggest Challenges.....	20
Next steps.....	20
Focus on Learning.....	21
Best Practices	25
Biggest Challenges.....	25
Next steps.....	26
Collaborative Culture and Team Processes	26
Best Practices	32
Biggest Challenges.....	33
Next steps.....	33
Instructional Strategies and Interventions.....	34
Best Practices	37
Biggest Challenges.....	38
Next steps.....	38
Common Formative Assessments.....	39
Best Practices	45
Biggest Challenges.....	45
Next steps.....	45
PLC Team Impact.....	46
Summary and Implications	50
Suggestions for Next Steps	51
References.....	53
Glossary	54
Appendix A & B.....	55

WAKE COUNTY PUBLIC SCHOOL SYSTEM PROFESSIONAL LEARNING COMMUNITIES 2007-08 IMPLEMENTATION STATUS

SUMMARY

The Wake County Public School System (WCPSS) maintains that Professional Learning Communities (PLCs) have the likely effect of increasing student achievement and building teacher satisfaction. WCPSS is in its second year of full implementation efforts of PLCs throughout the school system in elementary, middle, high schools, and the system's four special alternative schools. A larger effort began in 2008 to expand the PLC concept of collaborative team-based organizations into central services departments.

In the second year, a new survey tool based on PLC concepts was made available to WCPSS teachers to gain a perspective on implementation efforts in the schools. Observations and interviews were conducted in seven selected schools to learn of their best practices in order to share the information across the school system. Survey participation rates were high, with 82% of the teachers responding.

Survey responses, PLC team observations, and leadership staff interviews generally indicated positive views regarding PLC implementation efforts in their schools. Overall survey results show two thirds or more of respondents agreed with statements about each of the key areas related to PLC implementation and impact, with the highest agreement for items about collaboration and team processes and a focus on learning.

Overall PLC Survey Results

Element	Percent Agree/ Strongly Agree
Support and Resource Allocations (feedback, support, celebrations)	66%
Focus on Learning (essentials identified, common grading standards developed, SMART goals)	85%
Collaboration and Team Processes (guidelines, systems and processes)	87%
Instructional Strategies and Interventions (alignment, best practices, mastery opportunities)	80%
Common Formative Assessments (variety, alignment, results examined)	79%
Impact (better teacher, students learning, supportive environment, time saved overall)	76%

By item, some key responses are shown below in order of strength of agreement.

- Nearly all (92%) teacher respondents stated that they were members of at least one PLC team.
- Most (85%) PLC team participants agreed that their focus on learning was well defined and that their collaborative efforts and processes were high. Interviewed staff in schools

identified as high on PLC implementation felt there was much more work to be done in this area.

- Most (87%) PLC team participants agreed that they worked within a positive collaborative culture and team processes were established. Interviewees reported there were still teams in their schools that needed to improve their teammanship skills.
- Almost four fifths (79% to 80%) of survey respondents agreed that their identification and use of effective instructional strategies and interventions were strong. School staff interviewed generally stated that schoolwide interventions are a work in progress, and time set aside during the school day for interventions is still an issue to resolve.
- Most (83%) respondents agreed that their common formative assessments were aligned to their identified essential learning outcomes
- Slightly more than three fourths (76%) of PLC team participants reported that their PLC work had made a positive impact on their work environment.
- Two thirds of respondents agreed that the school's support and resource allocations were at a satisfactory level. Several of the interviewees stated that this was an area that they needed to improve regarding team feedback and celebrations of success.
- PLC teams most often reported meeting on a weekly basis for 30 minutes to an hour during a common planning period.
- The majority (57%) of PLC team participants said they have received formal PLC training through High Five: Regional Partnership for High School Excellence (High Five) and 80% have received formal PLC training through WCPSS.

Thus, overall results are positive as the school system continues to progress in building PLCs. The strongest areas throughout the school system were found in the high percentage of staff involved in PLC teams, teacher satisfaction with their collaborative efforts toward meeting student academic needs, and the greater opportunities for sharing best instructional practices.

Areas needing the most improvement included increase in understanding of the basic PLC concepts *by all staff*, finding adequate time during the school day for PLC teams to fully function, and developing systems and processes to support PLC team efforts and growth. High schools, special schools, and year-round schools had specific challenges related to time.

WCPSS PROFESSIONAL LEARNING COMMUNITIES 2007-08 IMPLEMENTATION STATUS

BACKGROUND

The Wake County Public School System (WCPSS) continues to ask the question, “Where are we, and where are we going?” regarding the school system’s focus on learning and teaching.

The WCPSS vision is that every child will graduate on time, prepared for the future, and the mission is to educate each student to be a responsible and productive citizen who can effectively manage future challenges. Superintendent Del Burns presented to staff that two factors are known that can positively influence the WCPSS achievement gap: (a) students need to know the curriculum, and (b) students need to be in attendance at school. Dr. Burns continues to hold the school system accountable to four strategic directives:

1. Focus on learning and teaching
2. Retain, recruit, and train high quality employees
3. Develop and implement systems and structures to support schools, ensure accountability, and engage the community
4. Expand fiscal accountability

Research has indicated that the Professional Learning Community (PLC) concept, structure, and practices collectively hold the potential of positively impacting the two specific areas of student achievement and teacher satisfaction. A PLC is defined by WCPSS as a team that regularly collaborates toward continued improvement in meeting learner needs through a shared curricular-focused vision (Reichstetter, 2006). Decisions regarding student needs and instructional strategies are based on a systematic collection of data and purposeful dialogue. Teams are expected to constantly expand their competence to produce their desired outcomes

(Senge, as cited in Bierema, 1999, p. 51). It is maintained that the development and implementation of PLCs throughout WCPSS is the strongest approach toward achieving student success and teacher satisfaction. Over the last few years through the Regional Partnership for High School Excellence (High Five) (composed of five major corporations and five regional school systems), varying numbers of teachers and central services staff have participated in formal training on aspects of PLCs. The 2007-08 school year included more elementary and middle school staff members compared to previous years when high school teachers were the focus. The expectation from the training of the various groups was that those trained would return to their schools to then share the information learned so that teams could be formed to then implement the PLC concepts and structure.

A PLC is “...a systematic approach to bringing ideas, creativity, and resources into each and every one of our classrooms.”

-Dr. Donna Hargens,
WCPSS Chief Academic Officer

Steps taken regarding WCPSS PLC development during the past 20 months with Dr. Del Burns

Steps to building a team-based learning organization:

“...attuning and aligning,...staff embracing and taking on the challenge of leadership, ...systems thinking, ...charting a new course, ...failure isn't an option,...”

-Dr. Del Burns,
WCPSS Superintendent

include regular planning sessions held with the WCPSS Leadership Team and with the school system's Advisory Council. Additionally, monthly strategic, progressively sequenced articles are contributed by Dr. Burns to "Education Matters", the WCPSS employee newsletter. Other events that regularly take place to build a PLC culture within the school system include the following:

- monthly Central Services Administrators sessions
- departmental sessions
- monthly principals meetings

Importantly, the school system invited Phi Delta Kappa associates to conduct an extensive and comprehensive Curriculum Audit, producing a 400-page report containing eight recommendations and over 100 action steps for the school system's consideration. Several of the recommendations addressed building a more collaborative culture with structures and processes in place that are results-oriented with decisions based on data.

To enlighten the school system as to the status of PLC development in the schools, a teacher survey instrument, school team observations, and school leadership focus group interviews were conducted and analyzed by the WCPSS Evaluation and Research Department. The department also took a brief look at the implementation and support efforts of the central services staff, to be studied in more detail in the future.

CENTRAL SERVICES IMPLEMENTATION AND SUPPORT EFFORTS

Central services administrators have been participants in formal PLC-oriented training sessions that focused on team-based learning organizations development. The sessions have included a book study and discussion on *Outlearning the Wolves: Surviving and thriving in a learning organization* (Hutchens, 1998), an all-day session with school principals through the Triangle Leadership Academy, and other work sessions that have continued to build upon the collaborative team concept, team building processes, and action plan development. Administrators have returned to their departments and are in the midst of changing the culture within their various sectors. Although a team-based workplace culture is growing and collaboration within and across departments is occurring, the developmental stages vary throughout the school system. Examples of efforts include (a) work team and departmental team building efforts through book studies including *The Five Dysfunctions of a Team: A Leadership Fable* (Lencioni, 2002), (b) Instructional Services Division staff members meeting with representatives from each school to focus on best practices to increase graduation rates, (c) the Communications Department collaboration with system leadership and the community in the Web site development and posting of the Curriculum Management Audit Resource Center, and (d) quarterly meetings of the Curriculum and Instruction and Evaluation and Research departments to increase effectiveness through collaboration between the two departments.

Central services representatives have also been participants in training sessions offered through High Five with several nationally recognized presenters (e.g., Doug Reeves, Rick and Rebecca DuFour, Janet Malone, Cassandra Erkens, Terri Martin). In turn, those trained have brought back what they have learned to locally train and support staff, such as training School Improvement Plan committee members in the development of SMART goals (strategic, measurable, attainable, results-oriented, time-bound) for the WCPSS 2008-2011 School Improvement Plans. These plans include strategies for increasing student achievement, technology, school safety, and career development.

SCHOOL IMPLEMENTATION EFFORTS

During 2006-07, teachers were surveyed to gain information on their PLC concept dispositions priority levels and levels of PLC implementation efforts (Reichstetter and Baenen, 2007). For the second year, teachers were again surveyed regarding PLC implementation progress. During the 2007-08 school year, several observations were also conducted of PLC teams within selected schools and focus group interviews were held with the leadership within those selected schools. The results from the collected data were analyzed and are reported here.

INSTRUMENTS

Teacher Survey

As one measure of the systemwide PLC growth, a survey tool was used to indicate strengths and areas where additional resources and support are needed. Based on feedback from the school systems, it was discussed and agreed upon by the High Five Metrics Committee that the survey tool needed to be streamlined and made more manageable for the respondents than the tool used the previous year. The committee developed a survey for its five school systems that addressed five PLC elements and details and included three open-ended items. The WCPSS Evaluation and Research Department made the survey available to all WCPSS teachers electronically using the school system's survey application tool during December 2007 and January of 2008 in order to gain a second-year view of PLC implementation efforts. Schools had approximately four weeks to complete the survey. (The same survey was separately administered by the other four High Five school systems to their teachers. All five school system survey results will be combined and presented in a separate report by High Five; preliminary results are similar to WCPSS results.) The survey is included as Appendix A.

The survey was divided into sections covering PLC elements and several demographic-related items:

- **A Focus on Learning:** Identification of essential learning outcomes, development of common grading standards, and development of SMART (strategic, measurable, attainable, results-oriented, time-bound) goals that align with school and school system goals.
- **Collaborative Culture and Team Processes:** Operating from team-developed norms, use of decision-making and conflict resolution processes, ability to be open and honest with each other, and systematic documentation and monitoring of PLC processes and best practices.

- **Instructional Strategies and Interventions:** Alignment of instruction to achieve essential learning, identification and utilization of effective instructional practices, operational school-wide set of interventions to meet student needs, provision of regular additional learning opportunities to meet student needs.
- **Common Formative Assessments:** Team-developed common formative assessments that are balanced in format, alignment of common formative assessments with essential learning outcomes, examination of assessment results to identify student needs and to determine most effective instructional practices, use of team-developed and district-developed common formative assessments.
- **Support and Resource Allocations:** Provisions made for teams to meet on a regular basis, provisions made for professional development opportunities, leadership feedback, and support in building PLC concepts and practices, schoolwide celebrations of team progress toward sustained PLC concepts and practices and of team progress toward student achievement focused SMART goal attainment.
- **Impact:** Teacher perceptions of the impact of PLC work on own practices and on students.
- **Best Practices:** Teacher statements regarding perceptions of best PLC practices.
- **Biggest Challenges:** Teacher statements regarding perceptions of biggest challenges in the implementation of a PLC environment.
- **Next Steps:** Teacher statements regarding perceptions of next steps to be taken.
- **PLC Team Identifier:** Unique name for each team within a school.
- **Demographics:** Name of school, years of teaching experience, hours of High Five and of WCPSS sponsored PLC professional development, grade level and/or subject area taught, participation on a PLC team.

Statistical tests were not calculated in comparing results by group, because the full population of teachers was surveyed and response rates were high. Additionally, a comparison of survey results to the previous year was not feasible due to the major changes in the new instrument.

School PLC Team Observations and School Focus Group Interviews

The six WCPSS area superintendents and their special assistants were asked to provide the names of three schools (one elementary, one middle, and one high school) from each of their areas that exemplified high PLC implementation. The names of one to three schools were offered per area. Not all areas had a school at each level that was felt to be high performing with their PLCs. A set of seven schools (two elementary, three middle, and two high schools) from that list were randomly selected across the regions for observations. One of the three middle schools was selected as a pilot for the observations and focus group interview. One to two PLC teams were observed in each of the selected schools as their regularly scheduled team meetings

took place. Focus group interviews were conducted with leadership representatives from the same schools. PLC team observation checklists and semi-structured interview questions were aligned with the themes and items in the survey instrument.

School staff surveyed and interviewed had the opportunity to express what they felt were their best practices, biggest challenges, and next steps planned regarding PLC implementation efforts. Some of the most often stated comments for each major element are provided within each of the sections of the findings referring to that element.

The survey results, as well as observation and focus group interview data, provide the school system with helpful information to guide future development of PLCs.

FINDINGS

The PLC survey was made available to all 9,124 elementary, middle, and high school teachers, including those in the four special/optional schools within the school system, through the WCPSS intranet survey tool. Survey results showed that 82% of the teachers participated (83% of 4,704 from elementary school teachers, 81% of 1,980 middle school teachers, 80% of 2,343 high school teachers, and 63% of 97 special/optional school teachers), see Table 1. High Five set a goal of 75% as a survey response rate. Principals were sent weekly updates of their response rates to encourage greater return rates, which seemed to work well.

Table 1
PLC Survey Response Rates

School Level	Total Teachers	Number of Respondents	Response Rate
Elementary	4,704	3,916	83.2%
Middle	1,980	1,598	80.7%
High	2,343	1,881	80.3%
Special/Optional	97	61	62.9%
All	9,124	7,456	81.7%

Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

With PLC concepts and implementation just beginning for some teams within the schools, the reader should exercise caution in interpreting results. It is possible that some respondents may have indicated they are implementing PLC practices more fully than they actually are due to a lack of full understanding of PLC concepts.

In reporting the results, respondent percentages are displayed for all possible responses. “I do not understand” responses were included in calculating percentages to show to what extent a need for clarification may exist for some teachers.

Survey respondents, observed PLC teams, and interviewed leadership staff generally responded positively regarding PLC implementation efforts in their schools. Data collected from the

observation and interview instruments generally substantiated the following overall survey results for their own schools, except as noted.

- Nearly all (92%) teacher respondents stated that they were members of at least one PLC team.
- Most (85%) PLC team participants agreed that their focus on learning was well defined and that their collaborative efforts and processes were high. Interviewed staff felt there was much more work to be done in this area.
- Most (87%) PLC team participants agreed that they worked within a positive collaborative culture and team processes were established. Interviewees reported there were still those teams in their schools that needed to improve their teamsmanship skills.
- About four fifths (79% to 80%) of survey respondents agreed that their identification and use of effective instructional strategies (79%) and interventions (80%) were strong. School staff interviewed generally stated that schoolwide interventions are a work in progress and time set aside during the school day for interventions is still an issue to resolve.
- Two thirds of respondents agreed that the school's support and resource allocations were at a satisfactory level. Several of the interviewees stated that this was an area that they needed to improve regarding team feedback and celebrations of success.
- Generally, PLC teams were reported to meet on a weekly basis for 30 minutes to an hour during a common planning period.
- The majority (57%) of PLC team participants said they had received formal PLC training through High Five, and 80% had received formal PLC training through WCPSS.
- Slightly more than three fourths (76%) of PLC team participants reported that their PLC work had made a positive impact on their work environment.

Table 2 provides a summary of the overall results.

Table 2
Overall PLC Survey Results

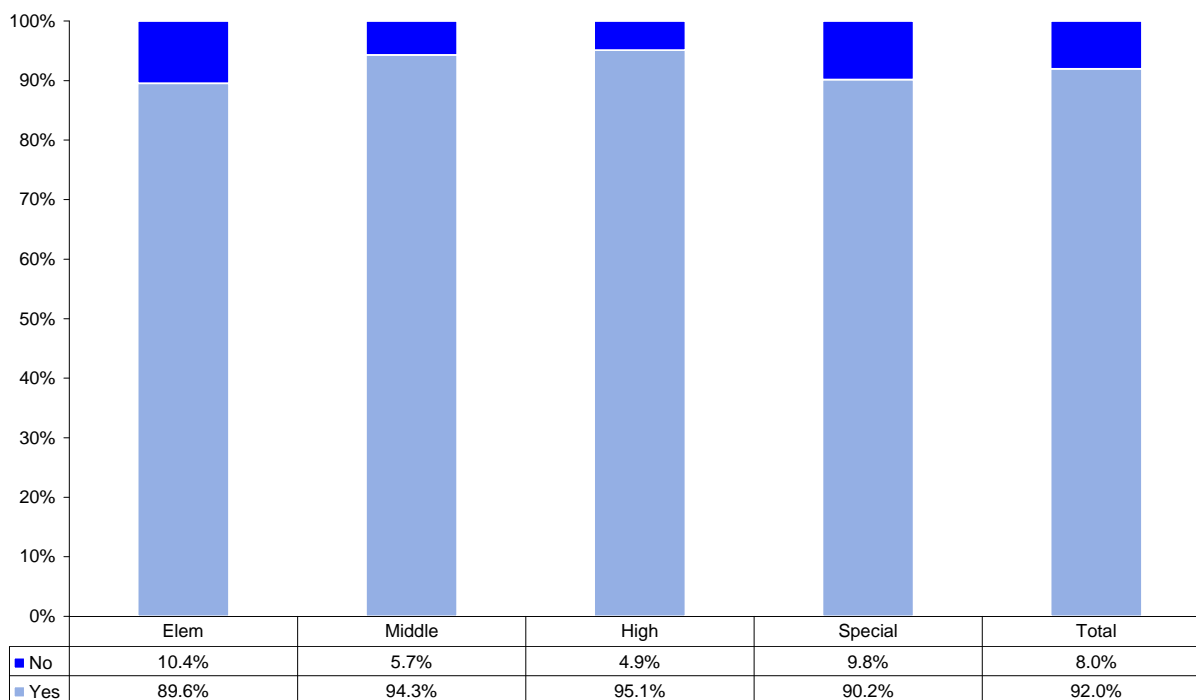
Element	Percent Agree/ Strongly Agree
Focus on Learning (essentials identified, common grading standards developed, SMART goals)	85%
Collaboration and Team Processes (guidelines, systems and processes)	87%
Instructional Strategies and Interventions (alignment, best practices, mastery opportunities)	80%
Common Formative Assessments (variety, alignment, results examined)	79%
Support and Resource Allocations (feedback, support, celebrations)	66%
Impact (better teacher, students learning, supportive environment, time saved overall)	76%
Logistics	Percent
PLC Team Participation (Yes response)	92%
PLC Team Meetings	
Typically meet weekly	54%
Typically meet for 30 minutes to one hour	64%
Typically meet during a common planning period	50%
Formal PLC Training	
Received through High Five: 1 to 4 hours up to over 16 hours	57%
Received through WCPSS: 1 to 4 hours up to over 16 hours	80%

Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

PLC Team Participation

Nearly all survey respondents (92%) said they were a part of a PLC team, see Figure 1. Composition of PLC teams reported at the elementary school level was mostly by grade level, although some upper grade PLCs were similar to those at the middle school level and composed of grade level and subject area teachers. High school PLC teams were mostly by subject area. Specialists and singletons (only one teacher in the school with a specialty) at the elementary and middle school levels usually reported having their own PLC team, although some at the middle school level are participating in core subject areas as well as their own PLCs. High schools reported that it was difficult at times to find a compatible mix of singletons; they may be a part of a core subject area PLC team.

Figure 1
PLC Team Participation



n = Elementary: 3,916; Middle: 1,598; high: 1,881; Special/Optional: 61; total: 7,456

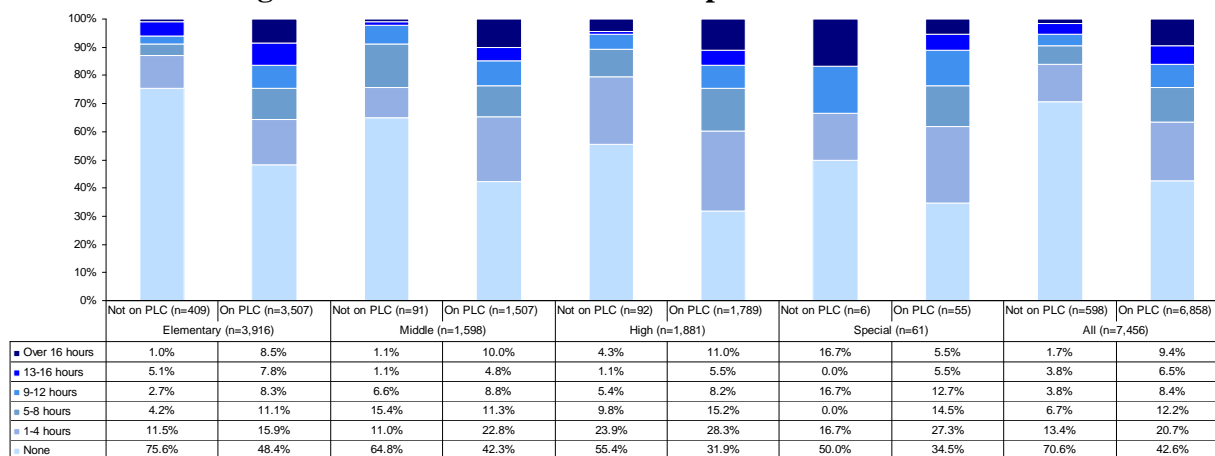
Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

The WCPSS school system is divided into six areas, each of which contains a number of elementary, middle, and high schools. Teacher respondents to the survey from the northern area showed the highest overall percentage (97%) participating in PLC teams, see Appendix B.

PLC Professional Development

Of teacher survey respondents on PLC teams, 43% said they had not received any High Five-sponsored PLC training, while 71% of those not on PLC teams said they had no High Five training, see Figure 2. Overall, high school levels had the most exposure, while elementary schools had the least exposure to High Five training, see Figure 2.

Figure 2
High Five PLC Professional Development Hours Received



n = Elementary: 3,916; Middle: 1,598; High: 1,881; Special/Optional: 61; Total: 7,456

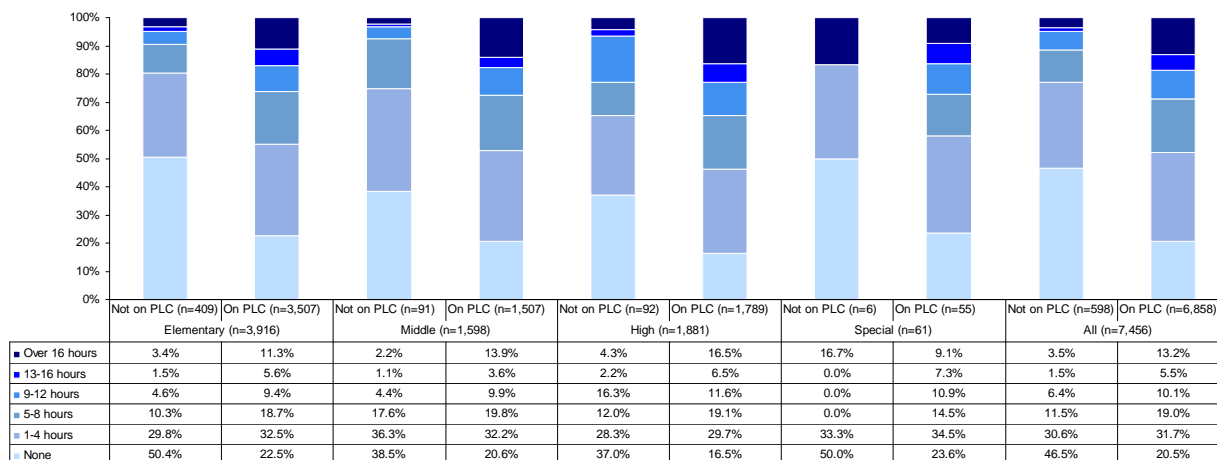
Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Over the last past three years, school staff interviewed said that the number of staff who had received High Five sponsored PLC professional development varied from two or three up to 75% of the staff. Staff interviewed from high schools reported receiving the most High Five training. Middle school interviewees reported that about 10 to 20 staff members from each of their schools had attended High Five PLC sessions, while at the elementary level, usually leadership and a few teachers had been to High Five PLC sessions.

Of teacher survey respondents on PLC teams, 21% overall said they had not received any school system-sponsored PLC training, while 47% of those not on PLC teams said they had no school system PLC training. Overall, 76% to 84% of those on PLC teams have had some local training (high school teachers reporting the most); 50% to 63% of those not on a PLC team have had some local training, (middle and high school teachers reporting the most, see Figure 3).

School staff interviewed said that their SIP leadership staff, data teams, and several others received PLC training at the school system level. Usually a train the trainer model is followed. When school site training occurs, all staff members attend.

Figure 3
WCPSS PLC Professional Development Hours Received



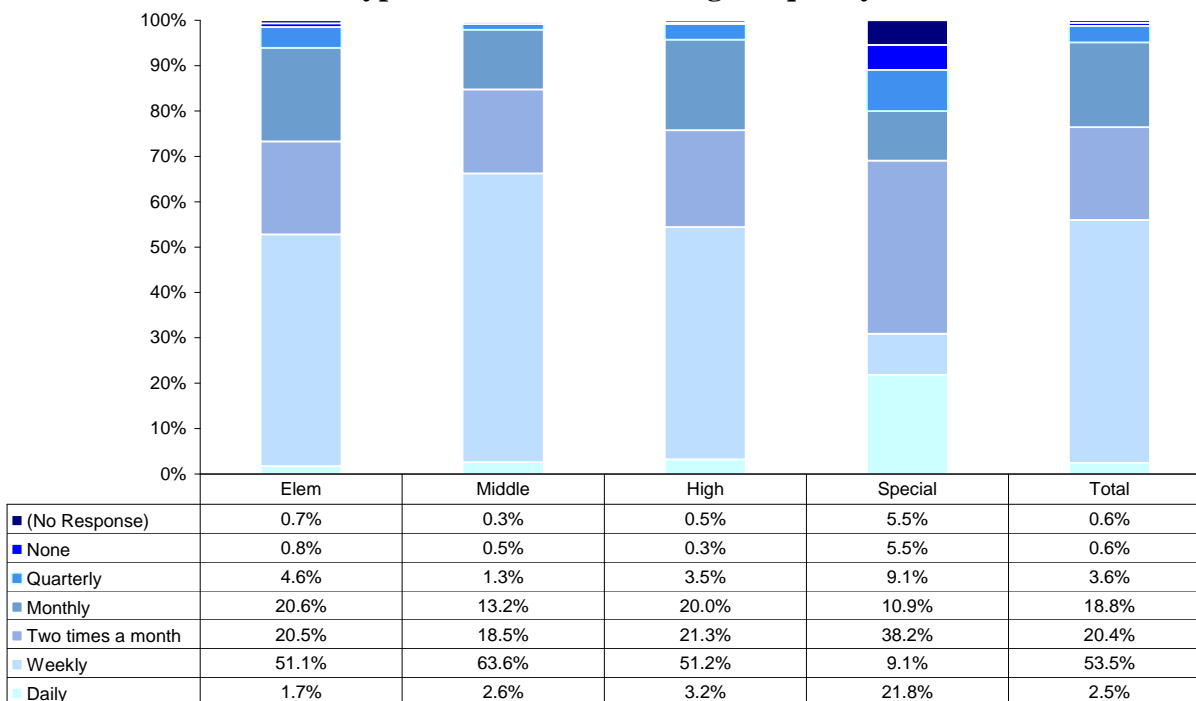
n = Elementary: 3,916; Middle: 1,598; High: 1,881; Special/Optional: 61; Total: 7,456

Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Typical PLC Team Meeting Frequency, Length, and Time of Day

Survey participants most commonly indicated that PLC teams meet weekly, see Figure 4. Weekly meetings were most common at all levels except at special/optional schools, where teachers indicated meeting twice a month (38%) or daily (22%) more often than weekly.

Figure 4
Typical PLC Team Meeting Frequency

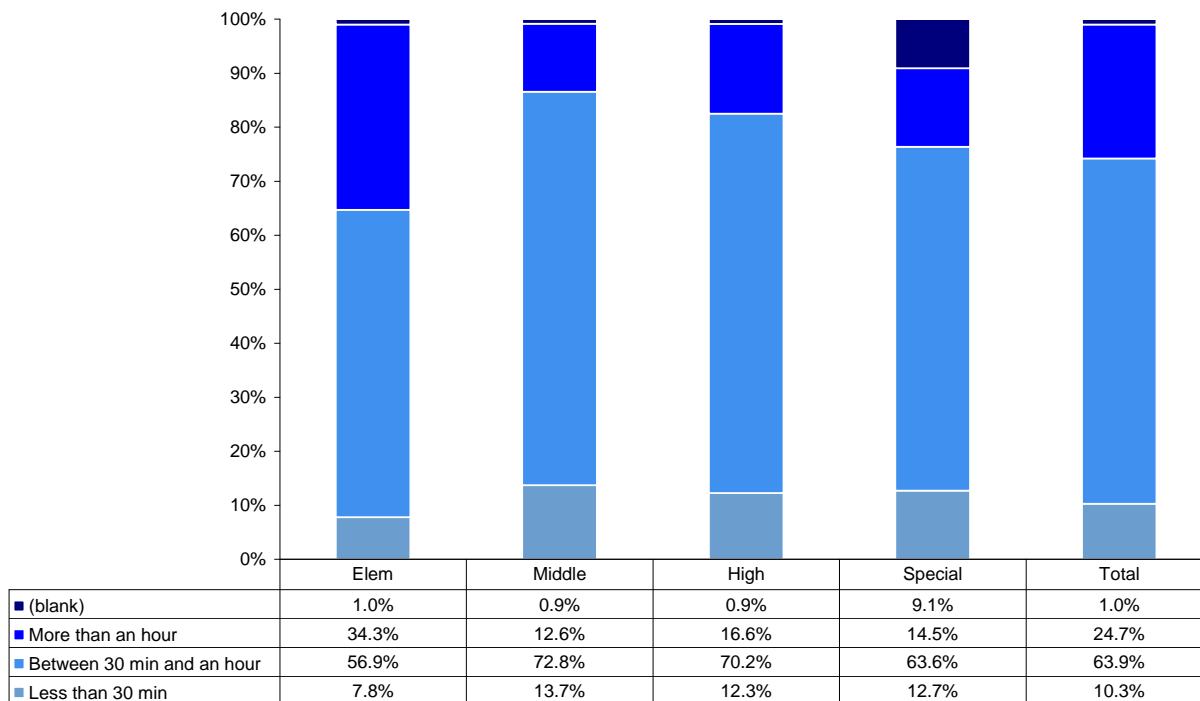


n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858

Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Two thirds of all respondents said the length of their PLC team meetings is 30 minutes to an hour, although about one fourth of respondents said their team meetings are over an hour in length. Elementary teachers are most likely to meet for over an hour. Frequency of meeting and length of meeting likely interact. The typical length of PLC team meetings in observed schools was 30 minutes to one hour, although elementary school teams may meet up to 1.5 hours.

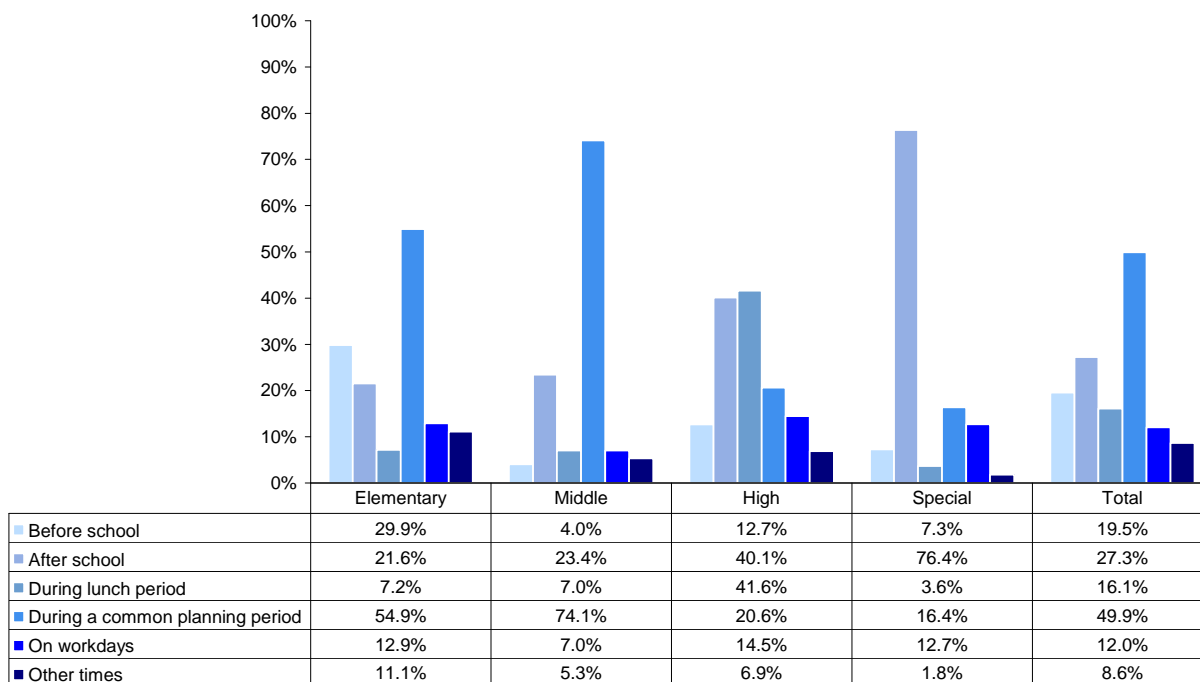
**Figure 5
Typical PLC Team Meeting Length**



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Of the responding teachers to the survey, half (50% of 6,858) reported they meet with their PLC teams during a common planning period, most commonly at the elementary school level (55%) and the middle school level (74%). Teachers at the high school and special schools are much less likely to have meetings at common planning periods. Of the teachers at the special/optional school level, 76% said they meet with their PLC teams after school. Of the high school respondents, 42% reported meeting with their PLC teams during lunch periods, and another 40% said their teams meet after school, see Figure 6. Overall, 21% of the respondents reported meeting in more than one time setting.

Figure 6
When PLC Teams Typically Meet



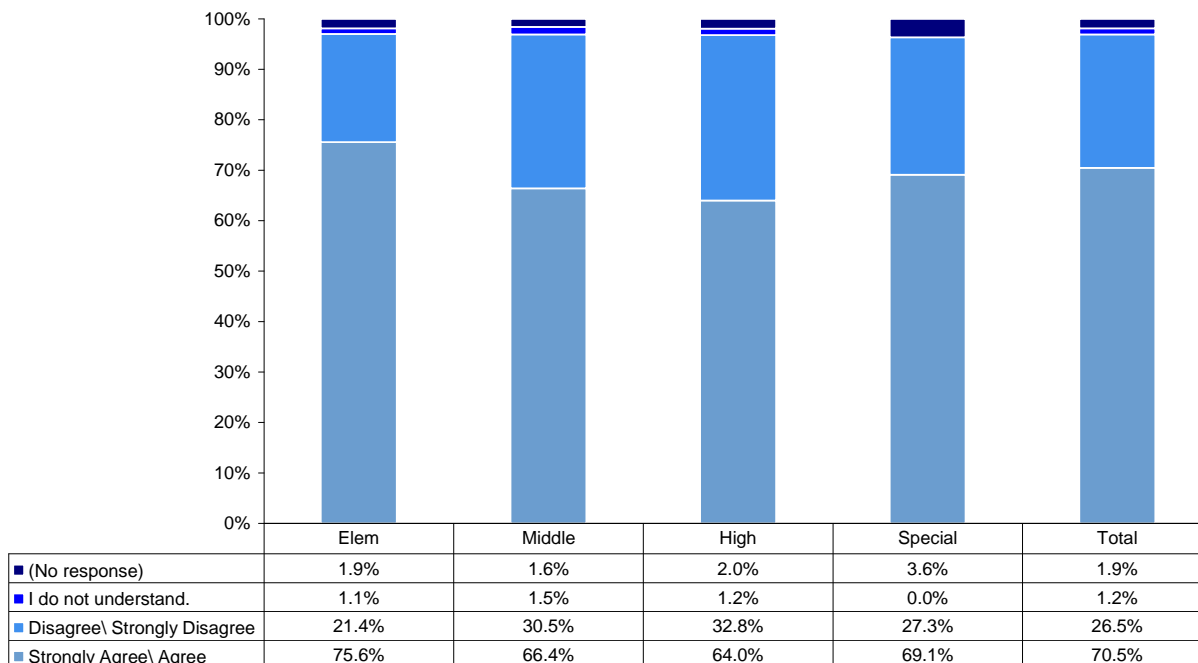
n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

PLC teams in observed schools usually meet on Tuesdays, Wednesdays, or Thursdays during common planning periods, or perhaps during the first planning period of the day. Some schools have a late start day once a week; others meet before school. Several teams from ten high schools reported having a difficult time working together as there is no common planning period for them. Creativity comes into play when trying to find a time for teams to meet. For example, over a three-day period, elementary specialists in a school may meet with students in back-to-back periods so that grade level core teachers can meet during one of the days at that time.

Support and Resource Allocations

Most respondents (71%), with slightly more at the elementary level, said their PLC teams receive feedback and support from school leadership on how they are implementing PLC concepts and practices, see Figure 7.

Figure 7
PLC Teams Receive School Leadership Feedback and Support on Implementation of PLC Concepts and Practices

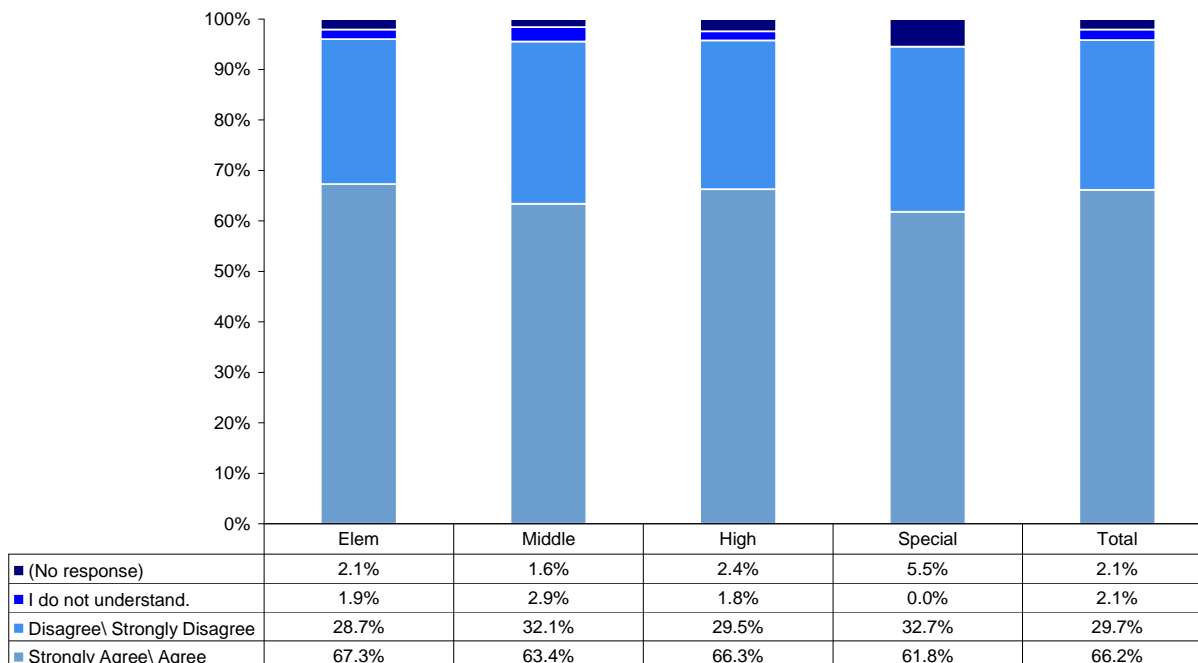


n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Some school staff interviewed stated either that leadership provides a skeleton framework to guide teachers in developing PLC teams and provided feedback forms regarding PLC concepts and practices implementation, or that walk-throughs with follow-up feedback was productive for them. Feedback in some schools works in both directions, and leadership is beginning to move from tight to loose based on schoolwide implementation efforts. Examples of other strong leadership support include the provision of late start or early release days and other follow-up through discussions and attendance at PLC meetings.

About two thirds of respondents said their PLC teams receive recognition and appreciation from school leadership on how they are implementing PLC concepts and practices. Around 2% did not understand what was meant by celebrating progress toward PLC concepts and practice, see Figure 8.

Figure 8
School Leadership Celebrates PLC Team Progress
Toward Implementation of PLC Concepts and Practices



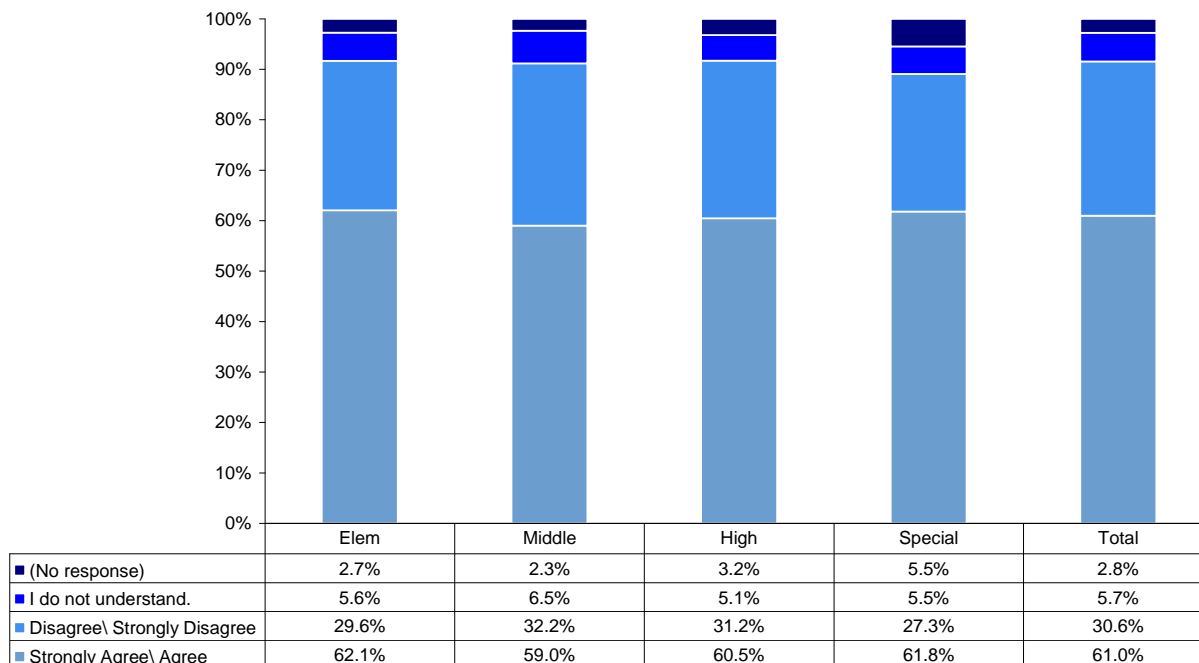
n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858

Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Interviewed leadership staff in most schools said the school celebrates the success of team implementation of PLC concepts and practices either through staff meeting time devoted to highlighting best practices, awards, notes from principals, or perhaps a photo gallery walk.

The majority of respondents (61%) said their PLC teams receive recognition and appreciation from school leadership on their SMART goals progress toward raising student achievement levels, although about 6% did not understand what was meant by celebrating SMART goal progress, see Figure 9. A SMART goal is a goal that is strategic, measurable, attainable, results-oriented, and timebound.

Figure 9
School Leadership Celebrates PLC Team Progress
Toward SMART Goals for Student Achievement



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Some school leadership staff interviewed stated that they have provided a skeleton framework to guide teachers in developing PLC teams and provide feedback forms regarding PLC concepts and practices implementation, or that walk-throughs with follow-up feedback were productive for the teams. Feedback in some schools works in both directions. Based on schoolwide implementation efforts, teachers are much more empowered in decision-making roles. Examples of other strong leadership support include the provision of late start or early release days and other follow-up through discussions and attendance at PLC meetings.

Best Practices

Overall comments alluded to the fact that a new mindset is being established in the schools. Best practices mentioned include how well the team members work together as well as with the administration, teacher assistants, their instructional resource teacher (IRT), and other staff members throughout the school to make each child a success story. Other comments regarding current best practices in place included having a regular meeting day, time, and place for team

meetings, the celebrating of student achievements in attendance, scholarship, and character and teacher successes. Another strong practice mentioned was how leadership provides needed information which helps in better understanding of concepts, expectations, and in achieving goals.

Biggest Challenges

Not all staff members have been able to receive formal PLC training. Challenges perceived by surveyed, observed, and interviewed staff include the need for all to fully understand the PLC concepts – to know what a PLC is, what it is intended to look like, and how it should operate. Some feel that this lack of training among staff may be preventing all staff from being at the same level of commitment to excellence.

Time is another often-mentioned challenge, time set aside for teams to have a common planning period, to discuss and review data, to plan, to conduct remediation and enrichment activities. In line with this, some say, is the fact that other extra duties make it hard for them to meet before and after school.

Schools operating under a year-round calendar are confronted with challenges when team members are tracked out. Their contributions can be lost, and obtaining information and data can leave them out of the loop.

Next steps

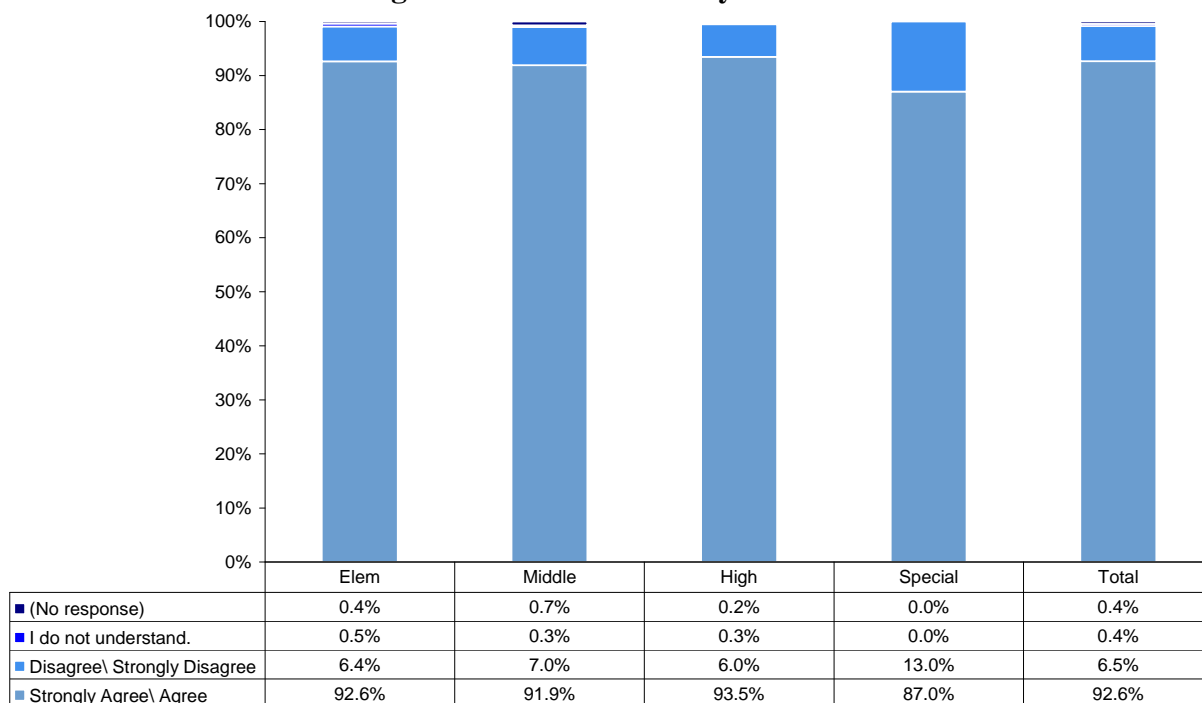
General comments made by survey respondents and school staff interviewed referred to the next steps planned in the area of support:

- continued training in PLC concepts and practices
- greater leadership involvement and participation in PLC team meetings
- greater care in scheduling team meeting times to prevent conflicts with teacher workshops or other professional learning activities already established
- discussing how elective teachers can be better supported.

Focus on Learning

Nearly all teacher respondents (93%) said their PLC teams have identified essential learning outcomes for their subject areas, see Figure 10. Some school staff interviewed said teams are in a step by step structured process in PLC development; some not yet to the point where essential learning outcomes have been identified by teams. Teams are using the North Carolina Standard Course of Study (NCSCoS), school-developed and school system-developed pacing guides, and district-based assessments housed in Blue Diamond in continuous identification of essential learning outcomes.

Figure 10
Essential Learning Outcomes Identified by PLC Teams

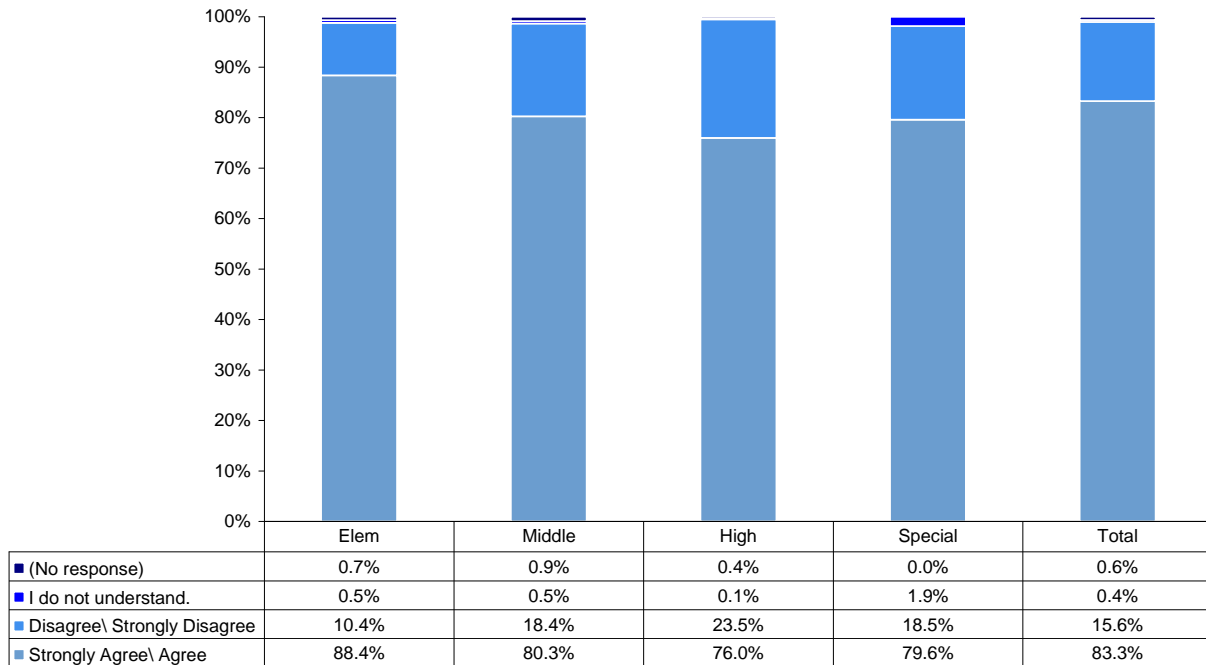


n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858

Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Most teacher respondents (83%) said their PLC team members believe their students will be able to master the essential learnings the teams have identified, with the highest agreement (88%) at the elementary level and slightly lower agreement (76%) at the high school level, see Figure 11.

Figure 11
PLC Team Members Believe All Students Will Master Essential Learning

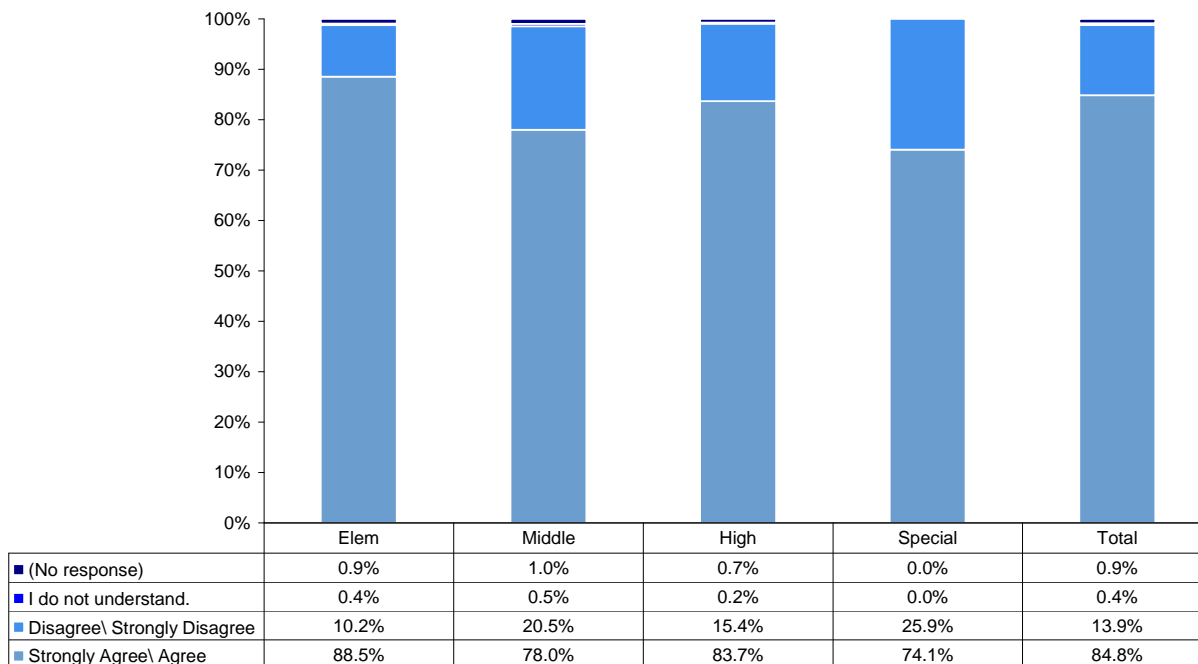


n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858

Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Most teacher respondents (85%) said their PLC team had developed common grading standards for their students, with the highest percentage (89%) at the elementary level, see Figure 12. Most observed teams within schools have not yet created common grading standards for evaluating student learning, but are in the process through discussions. Some have or are currently developing anchor papers in writing.

Figure 12
PLC Teams Use Team-Adopted Common Standards of Success to Evaluate Student Learning

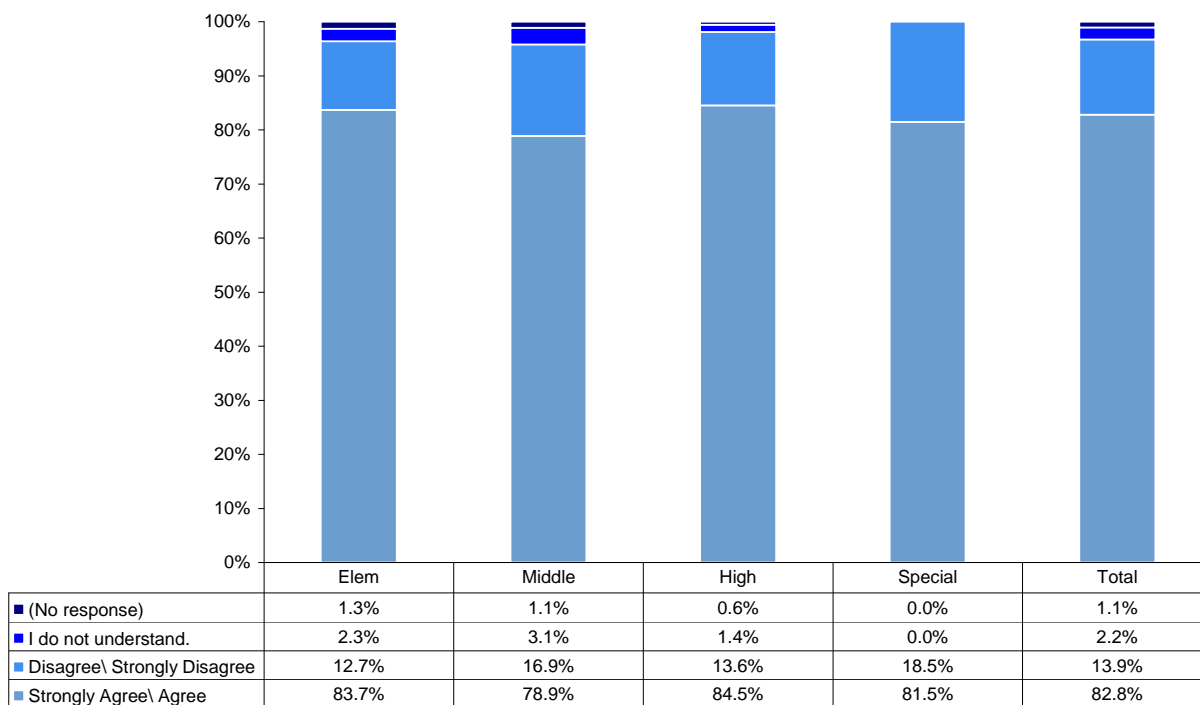


n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858

Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

About 83% of teachers on PLC teams said their PLC teams had developed SMART goals (goals that are strategic, measurable, attainable, results-oriented, and time-bound), while 2% overall did not understand what was meant by a SMART goal, see Figure 13. Some teams in observed schools are currently in training on how to write SMART goals. During the 2007-08 school year, SMART goals were also presented to school teams in the development of School Improvement Plans. Most teams within schools have goals, although they may not be written as SMART goals.

Figure 13
PLC Teams Have Developed SMART Goals

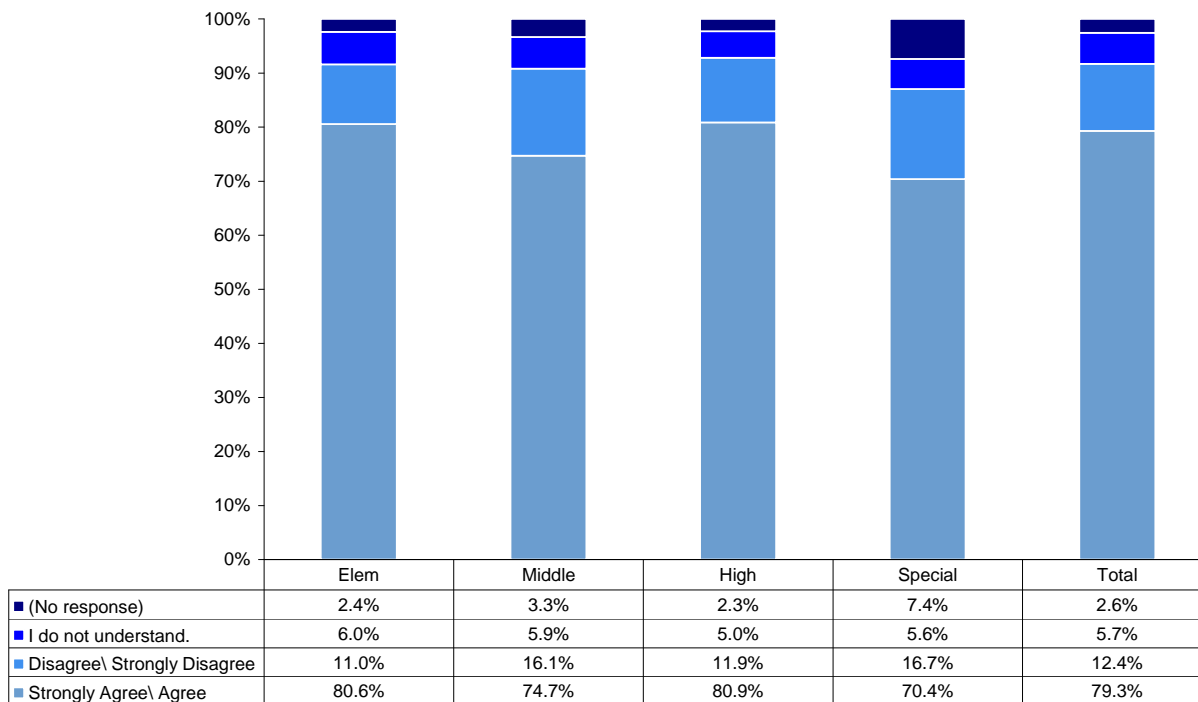


n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858

Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Of teachers on PLC teams, 79% (70% to 81% by school level) said their PLC teams had aligned their SMART goals to their school’s SMART goals, while 6% overall did not understand what was meant by this, see Figure 14. All schools were to develop SMART goals for School Improvement Plans (SIP) that begin next year for the new 2008-2011 SIP cycle. Most teams in schools observed have goals (whether written as SMART goals or not) that currently align with school goals that are currently not written as SMART goals.

Figure 14
PLC Team SMART Goals are Aligned to School SMART Goals



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Best Practices

In the area of a focus on learning, those surveyed plus those in schools with high implementation levels mentioned the following as best practices: the commitment of team members to work together for their students, the identification of the essentials to be learned, developing common grading standards and procedures, and creating SMART goals.

Biggest Challenges

Challenges to focusing on learning were reported to be understanding all the information involved in a PLC and having expectations clarified. Other challenges in this area include knowing how to write SMART goals, identifying and reaching consensus on the team’s essential learning outcomes, and finding common ground in all of the material to be covered within the

team. Lastly, the challenge exists in developing team-adopted common grading standards and reaching agreement.

Next steps

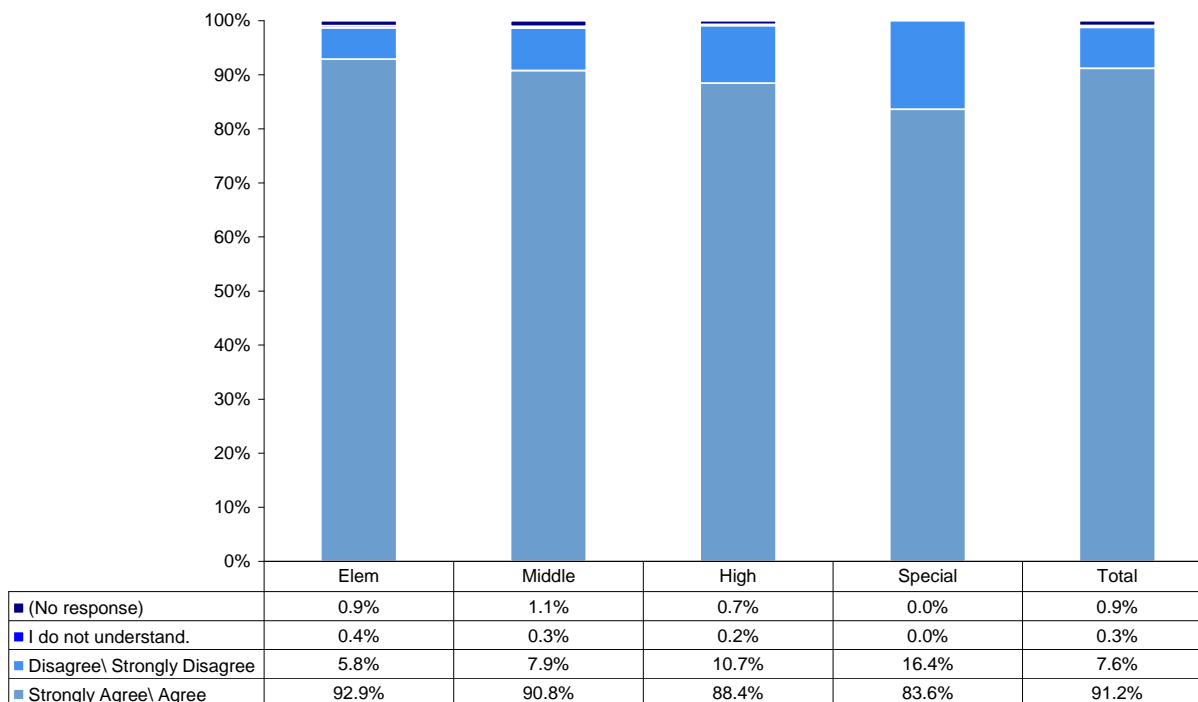
Surveyed and interviewed staff reported that some of the next steps that are planned with a focus on learning include the following:

- developing realistic essential outcomes for each quarter,
- setting the scope and sequence for learning,
- rewriting the essential outcomes for more relevancy and longevity, and
- creating SMART goals that will align with the new cycle of School Improvement Plans.

Collaborative Culture and Team Processes

Overall, nearly all PLC team respondents (91%) reported having established norms for working together, with the highest percentage (93%) at the elementary level, see Figure 15. Team norms in observed schools are generally in place. A number of teams within the schools have understood norms, but the norms may not be explicitly stated.

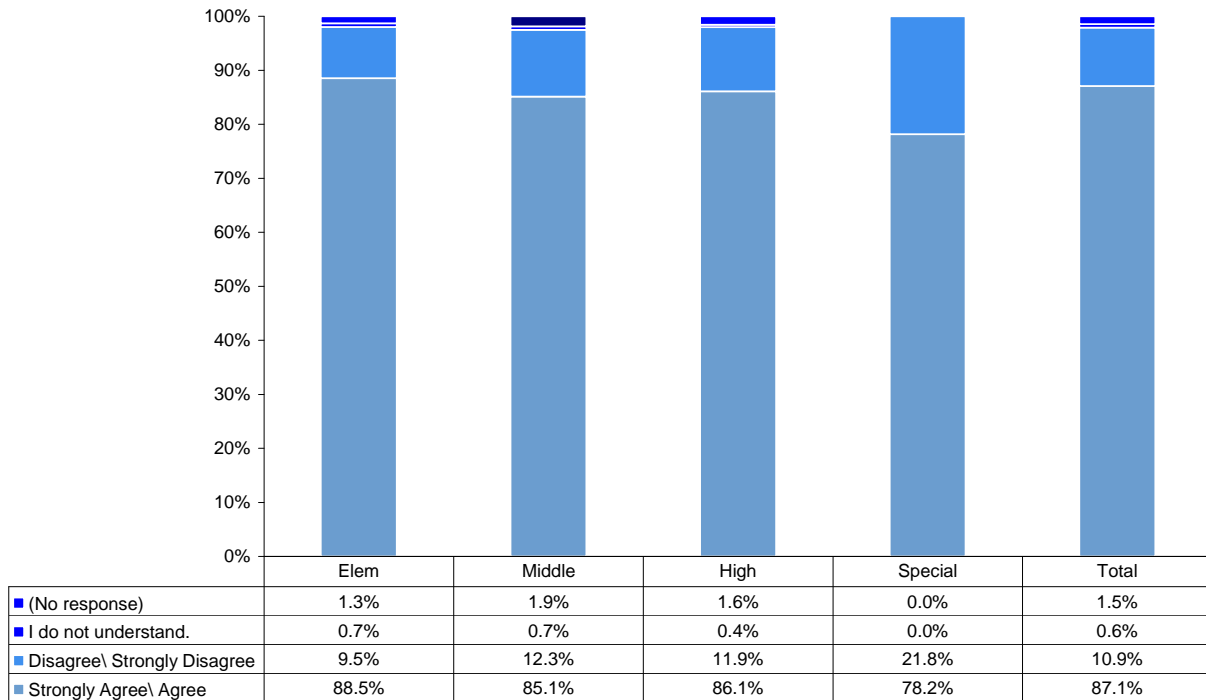
**Figure 15
PLC Teams Have Established Norms for Working Together**



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Although norms may have been set by a high percentage of teams, abiding by the agreed-upon norms drew four percentage points less (87% versus 91%) than those saying the norms had been developed, see Figure 16. School staff interviewed said that team norms are generally followed.

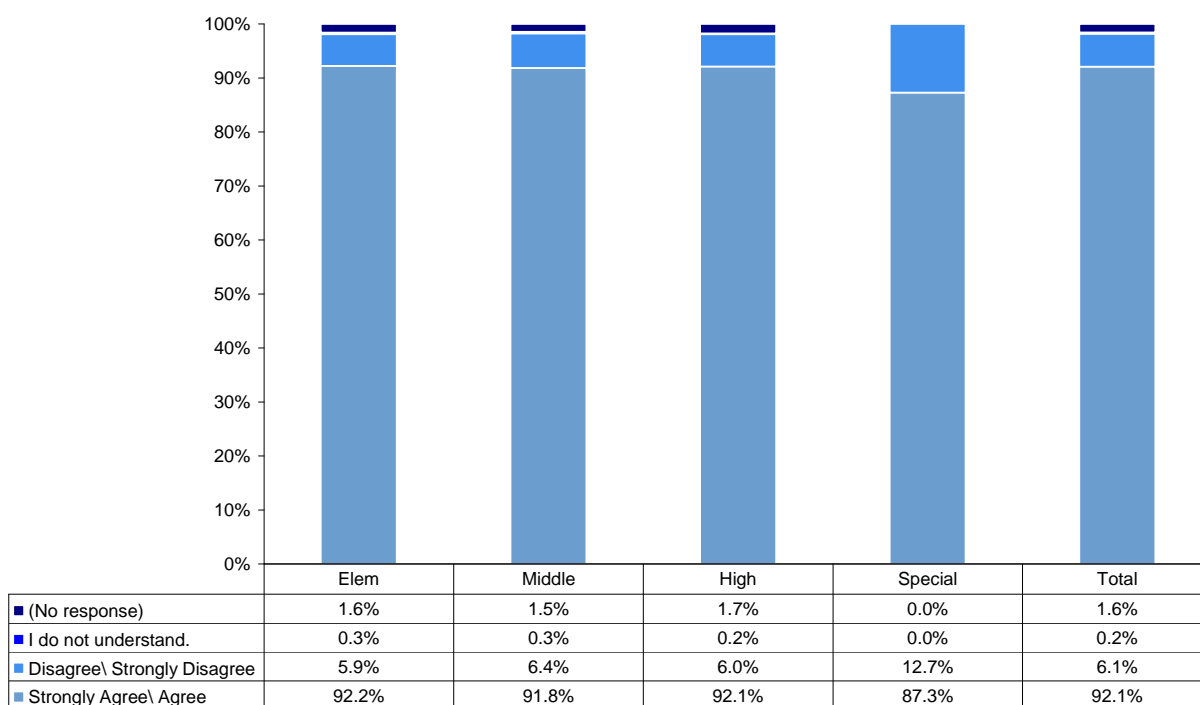
Figure 16
PLC Teams Abide by Explicit Developed Team Norms



n = Elem: 3,507; Middle: 1,507; High: 1,789; Special: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Specific strategies and processes are required in quality decision-making so that others' opinions can be voiced and understood. When a team is grounded in its purpose and priorities, the members can be more willing to re-think their positions based on new information brought forth (DuFour, DuFour, Eaker, and Many, 2006). Training in the use of quality tools like brainstorming, affinity diagram, bone diagram (Langford, 2004) has been offered over several years within the WCPSS school system to support the decision-making process, and some have taken advantage of this training. Overall, nearly all PLC team respondents (92%) reported using decision-making processes, see Figure 17. Team decision-making processes within observed schools range from being well-structured to struggling within the schools, dependent upon team make-up and how much knowledge/skill each team member has regarding these processes.

Figure 17
PLC Teams Use Decision-Making Processes

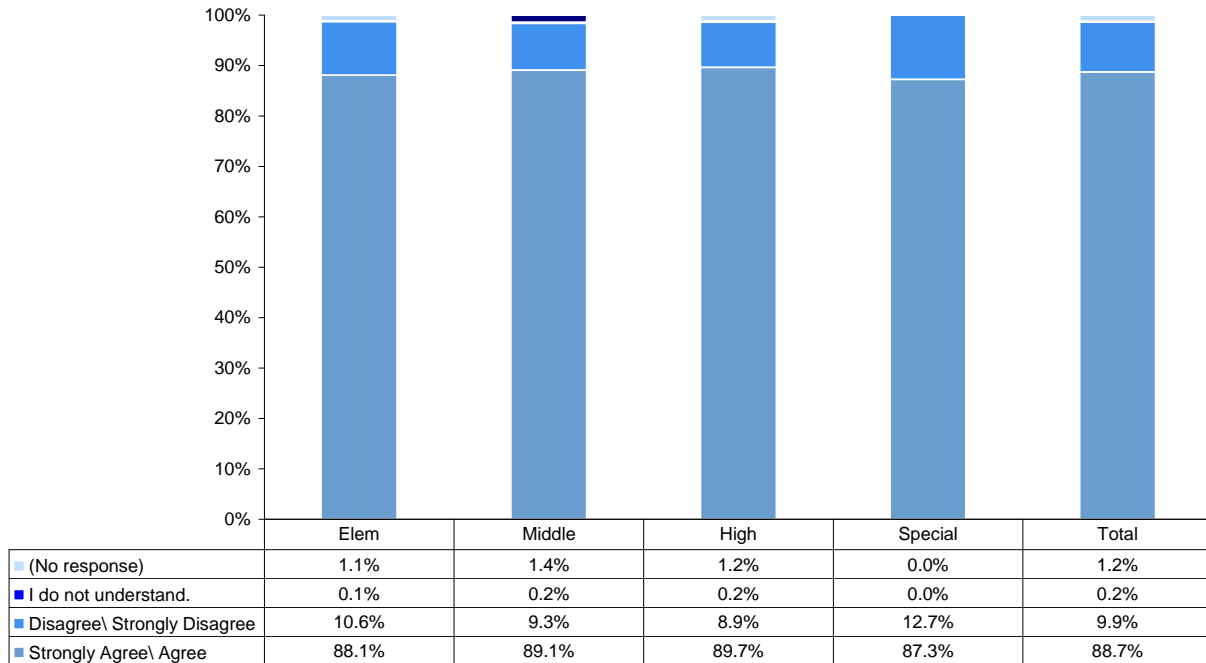


n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858

Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

About 89% of teacher survey respondents said that their PLC team members are able to be open and honest with each other, see Figure 18. Staff interviewed in schools said that openness, honesty, and vulnerability to peer scrutiny varies dependent upon such factors as how long the team has been together, their comfort levels with each other, how skilled they are in resolving conflicts, and their clarity of purpose and direction.

Figure 18
PLC Team Members are Able to be Open and Honest with Each Other

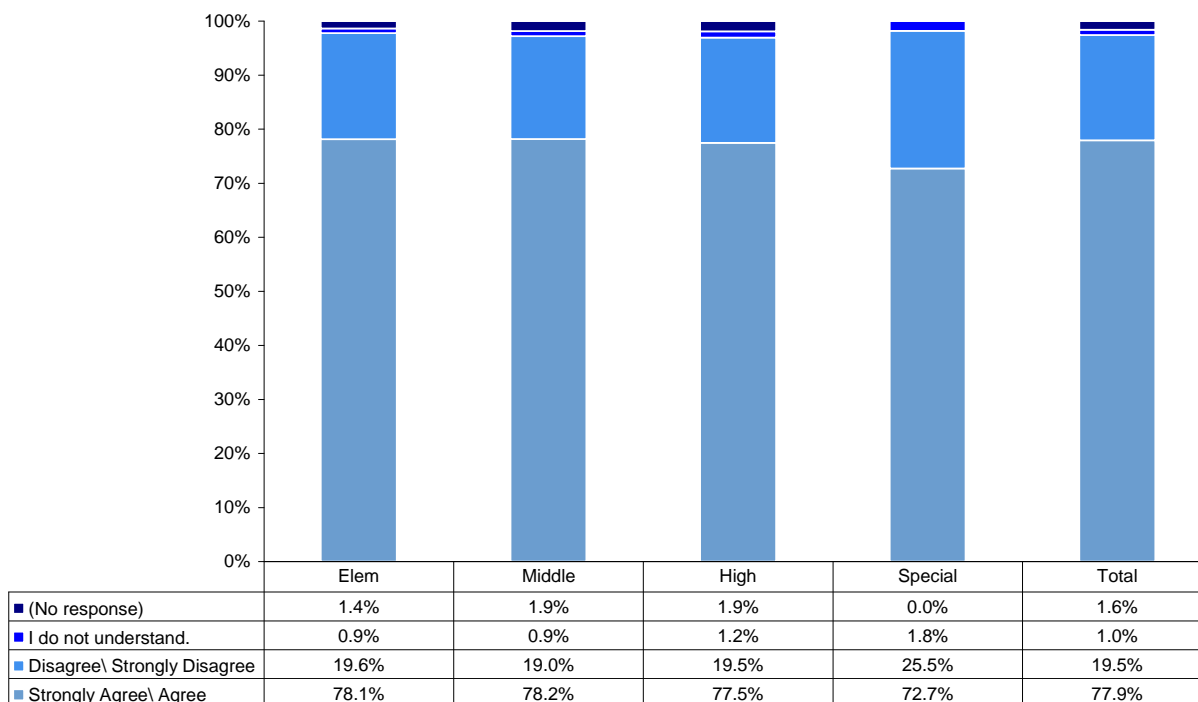


n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858

Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Slightly more than three fourths of teacher respondents (78%) said their PLC teams have processes in place to effectively welcome and resolve conflict, but this percentage was about 11 percentage points lower compared to being open and honest with each other, see Figure 19. Conflict resolution with dialogue, constructive challenging of ideas, and participative inquiry varies based on both team and school culture.

Figure 19
PLC Team Teams Have a Process to Effectively Resolve Conflict



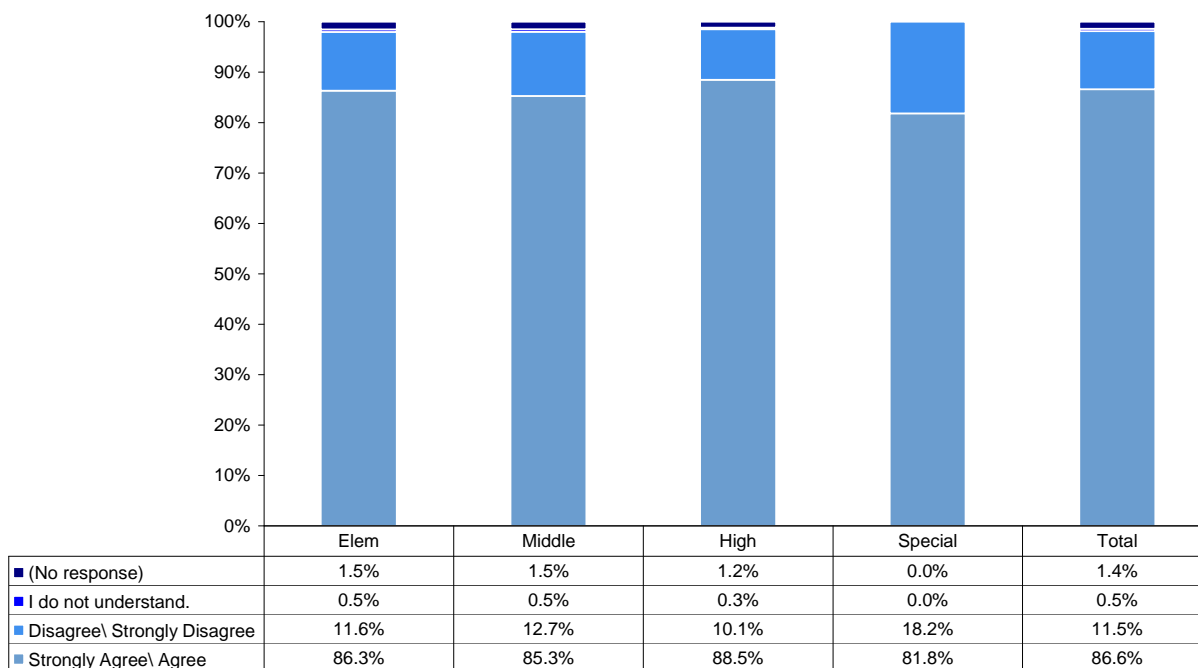
n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858

Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Skills may be needed to improve working collectively together and challenging/questioning each other in positive ways to problem solve.

Of the 6,858 PLC team respondents, 87% said they were documenting their processes for future reference. This was reiterated in focus group interviews and actual observations of PLC team meetings, see Figure 20. Some teams within observed schools are very well-structured with documentation and monitoring of their PLC processes; others are developing processes, and some have not begun. Examples include records of agenda, minutes, identified essential learning outcomes, common grading standards rubrics and anchor papers, team norms, goals, best practices, data walls, and student graphing of data.

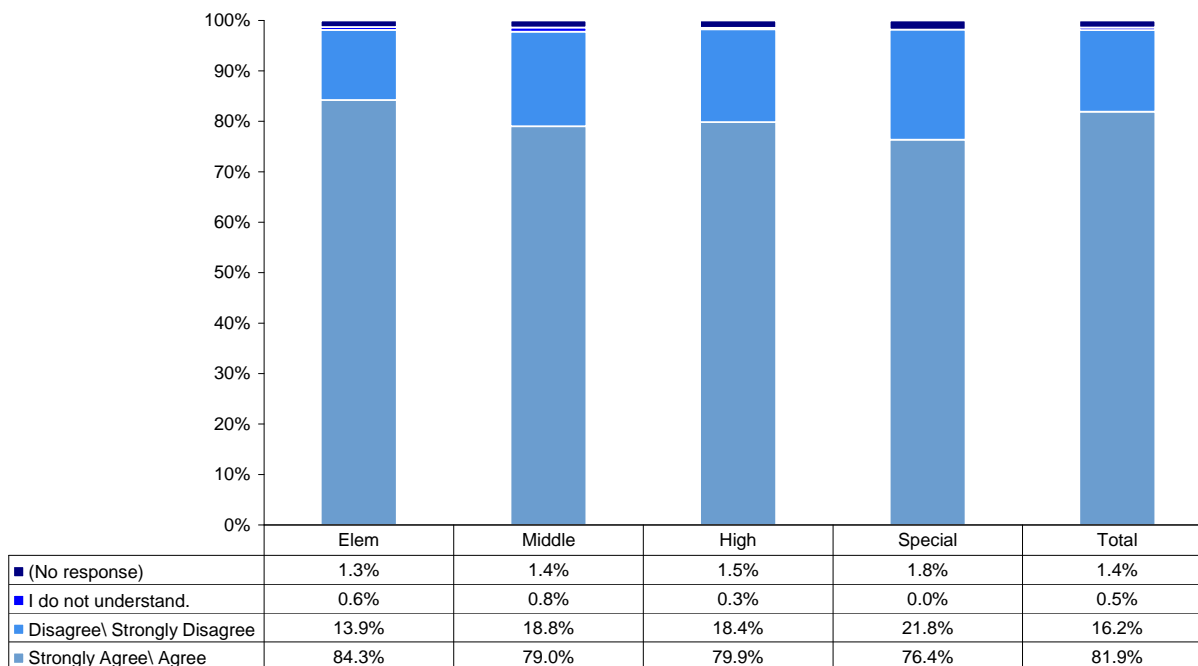
Figure 20
PLC Teams Document and Monitor their PLC Processes for Continuous Improvement



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Compared to documentation of PLC processes, slightly fewer teacher respondents (82%) reported that their PLC teams are collecting evidence in a systematic manner regarding the impact of the instructional strategies used, see Figure 21. The process of systematically gathering evidence varies based on schools and teams within schools. This concept is growing. Some teams are ahead of others and have systems in place that use team crates, files, handouts, or electronic means (e.g., flash drives, Blackboard, Moodle), for storing and referencing best practices.

Figure 21
PLC Teams Systematically Gather Evidence about the Impact of Instructional Strategies¹



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Best Practices

The best practices mentioned by surveyed and interviewed staff that are in place within the element of collaboration and team processes included the often-mentioned sharing of ideas, instructional strategies, and lesson plans. One example of this is the WCPSS PLC Team Meeting Demonstration

Our best collaborative culture and team processes practices:

“Being open with each other and talking about what our students are struggling with and sharing intervention and teaching strategies.”
 -Ballentine Elementary

“We talk honestly and without conflict about our neediest students.”
 -Daniels Middle

“Being open-minded about what we can do to help students grow and develop”
 -Wake Forest-Rolesville High

¹ Title for Figure 21 corrected from “PLC Teams Document and Monitor their PLC Processes for Continuous Improvement”

video available online at http://www.wcpss.net/curriculum-instruction/resources/admin/plc_framework/plc_videos.html. Currently having organizational processes (e.g., working in teams from an agenda, having explicit norms, and keeping notes and minutes of meetings for reference and reminders) in place was also referred to often. Some respondents talked about the effectiveness of meeting on a regular basis where everyone's input is taken seriously and considered important. Supporting each other and resolving conflict efficiently but compassionately was also mentioned as a best practice in place, with team members mostly like-minded when considering effective learning approaches and concepts, wanting what is truly best for the students, and motivated to succeed on behalf of students. Changing the school schedule to open up common planning throughout school, one respondent stated, had exponentially increased the environment for growth as a PLC.

Biggest Challenges

Working together and holding each other accountable to set and adhere to team guidelines and norms is a big challenge for some, making certain the discussions involve input from all team members and stay on relevant topics with timely team decisions made. Another big challenge centered on finding a way for off-track teachers in year-round schools to be included in important team decisions.

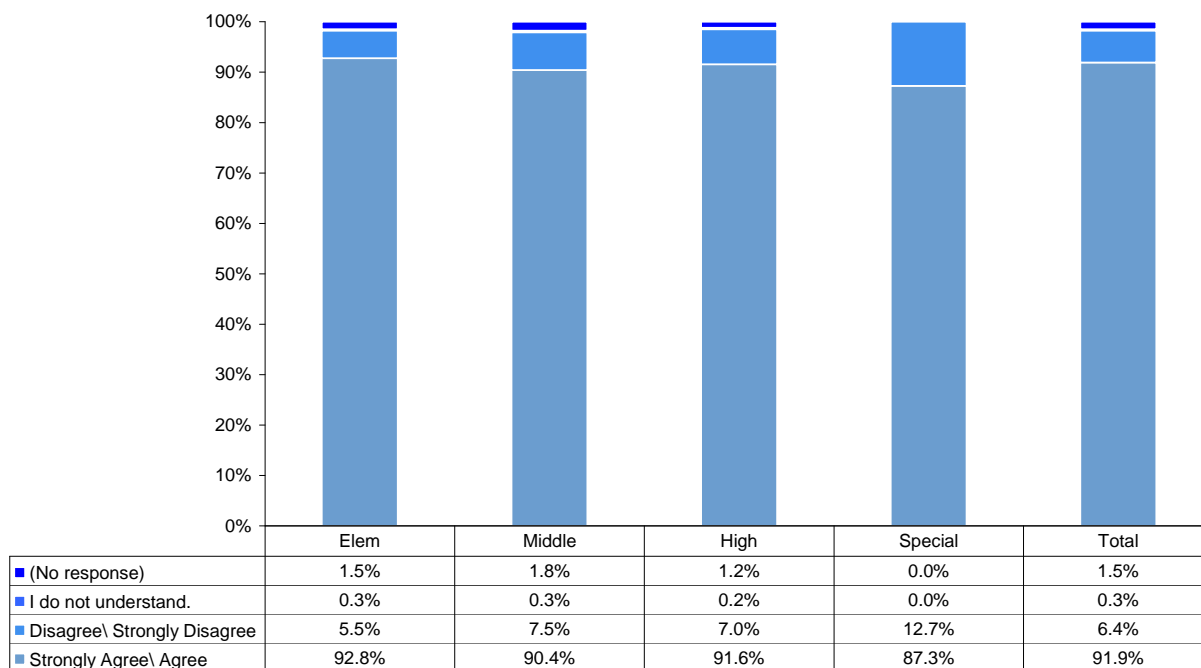
Next steps

Next steps in further developing a collaborative culture and team processes include the continuation of open and honest conversations about how to improve the process (e.g., reviewing PLC team norms and guidelines), continuing to collaborate and share ideas, methods, and materials, and researching innovative teaching strategies and grant opportunities.

Instructional Strategies and Interventions

Nearly all teacher respondents (92%) on PLC teams said that their teams are working on instructional alignment with their identified essential learnings, see Figure 22. Instructional alignment varies with teams within schools. Generally, teams rely on the NCSCoS, school and school system pacing guides, as well as school system developed assessments housed in the Blue Diamond online framework.

Figure 22
PLC Teams Make a Conscious Effort to Align Instruction to Achieve Essential Learning

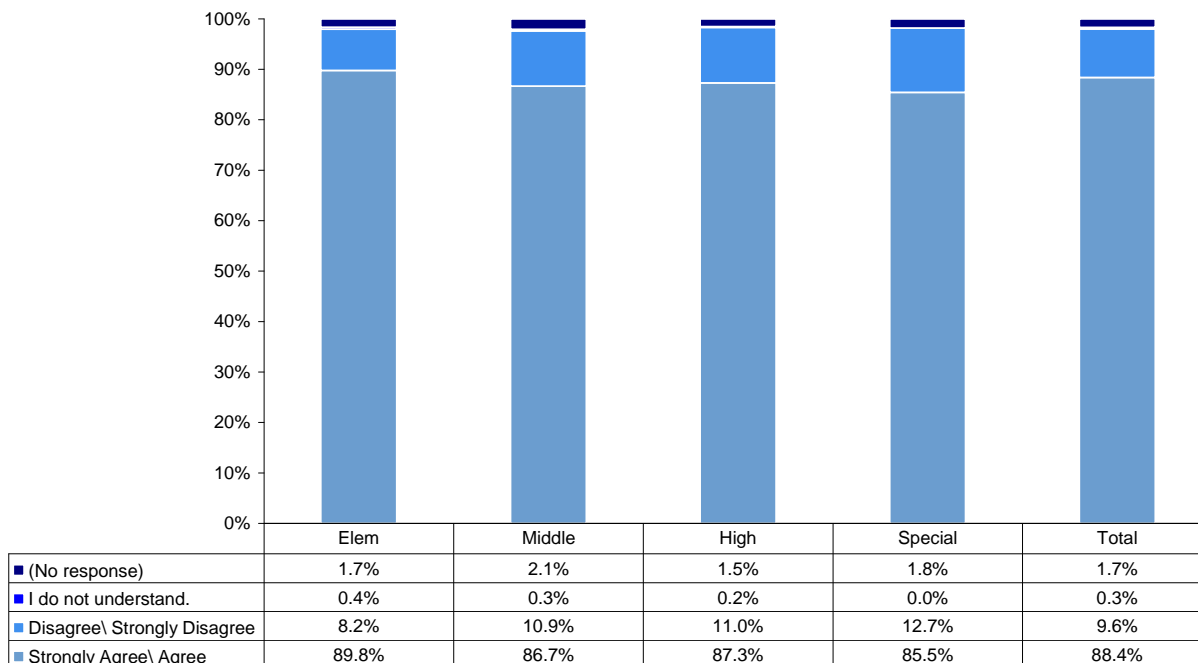


n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858

Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

The vast majority of teacher respondents (86% to 90% across all school levels) reported that their PLC teams are consistently identifying more and more effective instructional strategies, see Figure 23. Team identification of effective instructional strategies varies among teams within schools, but generally acknowledged by interviewed staff in schools that this area needs improvement. Some sharing of best practices based on assessment data occurs among team members and in staff meetings.

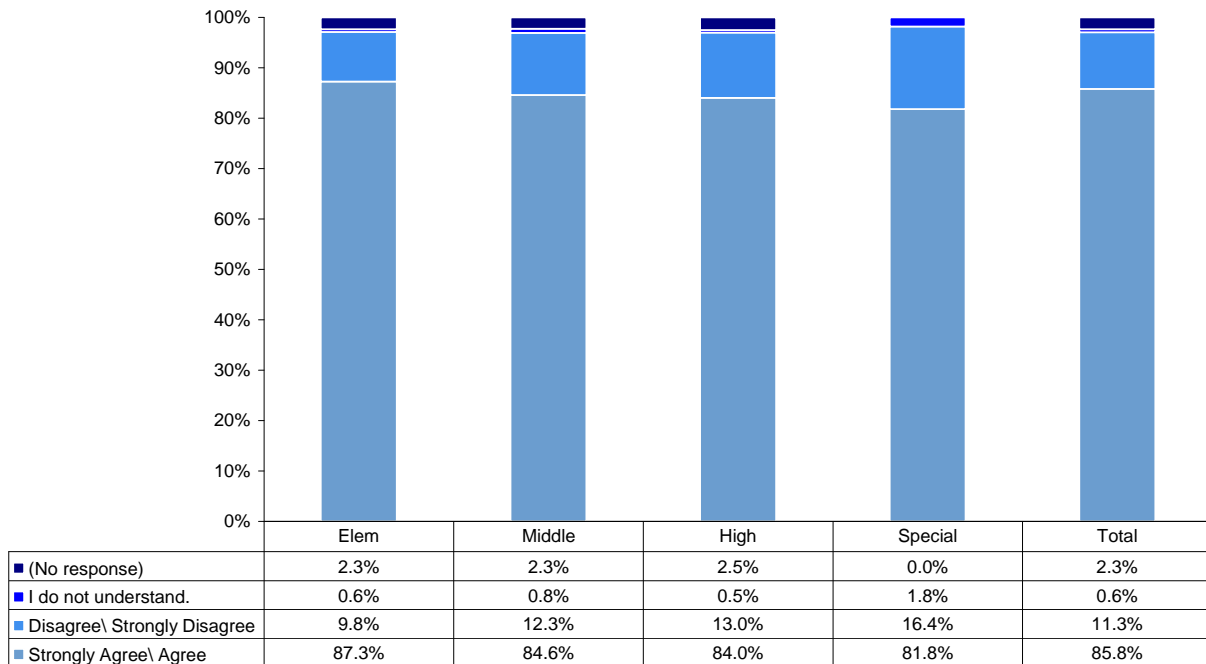
Figure 23
PLC Teams Identify Increasingly More Effective Instructional Strategies



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Most teacher respondents (82% to 87% across all school levels; 86% overall) reported that their PLC teams are using the identified instructional strategies shown to be effective, see Figure 24. Team use of identified effective instructional strategies varies; school staff interviewed acknowledged that this area needs to be improved.

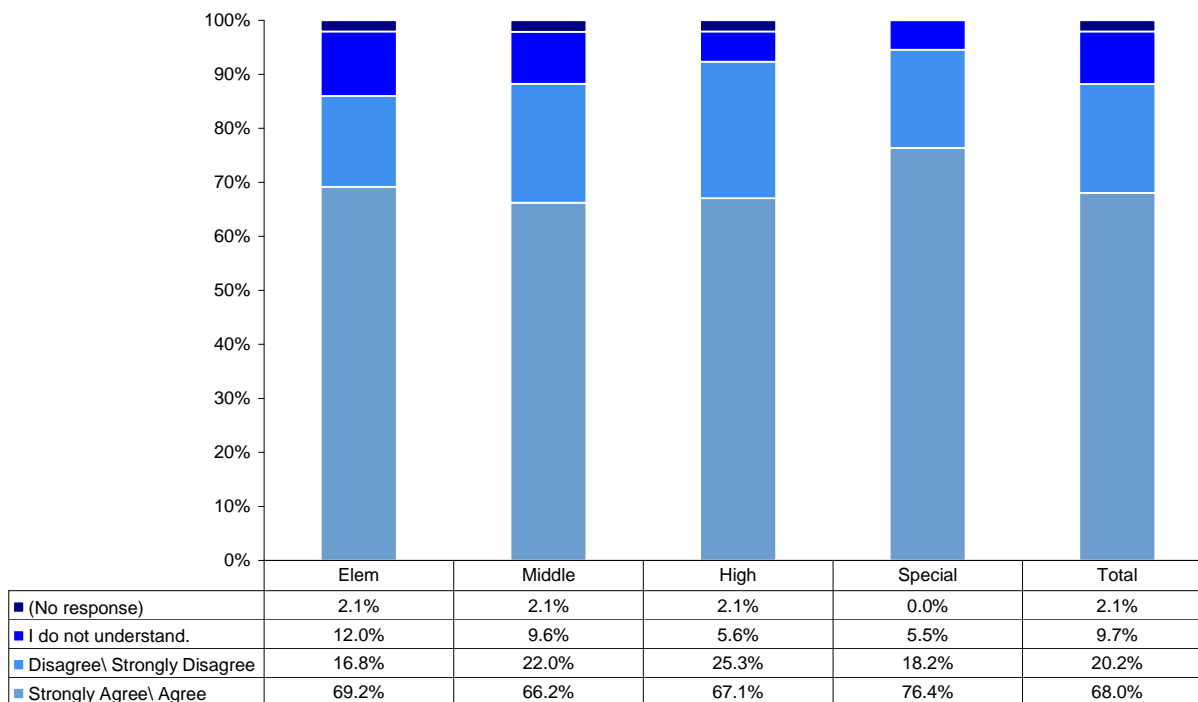
Figure 24
PLC Teams Utilize the Identified More Effective Instructional Strategies



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

About two thirds of teacher respondents said their PLC teams are able to take advantage of and use a graduated sequence of school-wide interventions to assist students below mastery levels. More teachers from special/optional schools reported this was so, see Figure 25.

Figure 25
PLC Teams Utilize a Schoolwide Intervention Pyramid



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Best Practices

Best instructional strategies and interventions practices reported to be in the schools include the following:

- sharing, comparing, and discussing effective strategies and interventions for specific objectives,
- working solidly together to work out problems and solutions to help students achieve,
- reflecting on and assisting teachers with needed improvements,
- setting a specific team time for intervention strategies with students, and
- assigning appropriate support strategies from the school’s intervention pyramid.

Our best instructional strategies and intervention practices:

“Sharing concerns and successes of individual students with team members makes me feel like I have more support and that we are working as a team to provide a top quality education for our students.”
- Carpenter Elementary

“Collaborating on ways to differentiate and remediate”
- Davis Drive Middle

“Sharing of labs, ideas, demonstrations and tasks are our best practices to date.”
- Apex High

Biggest Challenges

Our biggest instructional strategies and intervention challenges

“Developing lessons for every part of the curriculum”

-Joyner Elementary

“Finding ways to motivate students who have difficulty learning.”

-Durant Road Middle

“...meaningful use of time; i.e. time spent discussing best practices, relevant research, classroom management, instructional support, communication, for example.”

-Broughton High

Biggest challenges, respondents reported, have to do with selecting effective, user-friendly, differentiated instructional strategies, finding ways to monitor teacher implementation of the developed strategies, and gathering evidence about the impact of various instructional strategies on student learning. Some said that it is difficult to work as a team reflectively as some team members are not on the same page as others. It is also a challenge to find the time to brainstorm with teachers about best practices and to observe teachers who excel in different areas of instruction. Another big challenge pertains to establishing an intervention structure and being trained on the interventions so that struggling students can be moved forward.

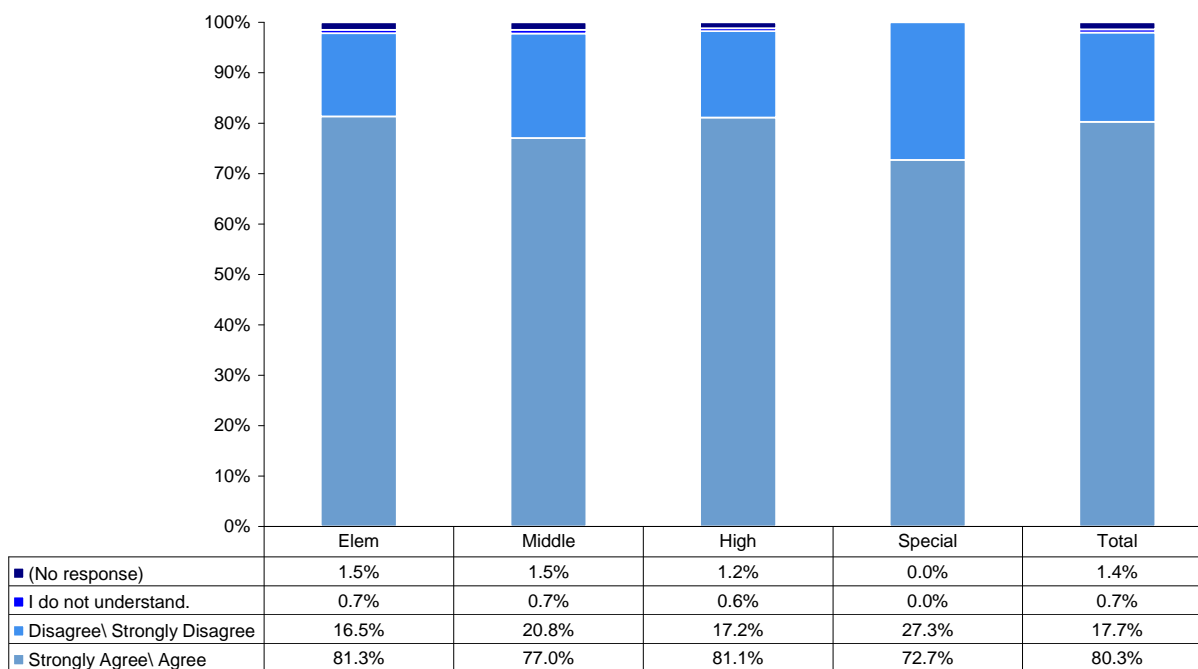
Next steps

Plans for next steps in some schools include: (a) reworking planning calendars to allow for remediation during class time, (b) continuing to plan units according to the NCSCoS and making curriculum learning interesting while reaching essential question goals, (c) aligning resources with curriculum and instruction, (d) identifying four essential skills per subject per quarter for instructional focus, and (e) working on establishing a pyramid of interventions for non-English speaking students within the classroom setting

Common Formative Assessments

A variety of common formative assessments (single answer, standards-based, project, performance, product, etc.) had been developed by PLC teams according to 80% of teacher respondents, see Figure 26. Some school staff interviewed reported team use of team-developed common formative assessments in various formats (e.g., single answer, standards-based projects, essays, products, performance). Although most rely on single answer formative assessments provided online within the Blue Diamond framework, some schools have set team requirements for a certain number of team-developed common formative assessments per quarter or semester.

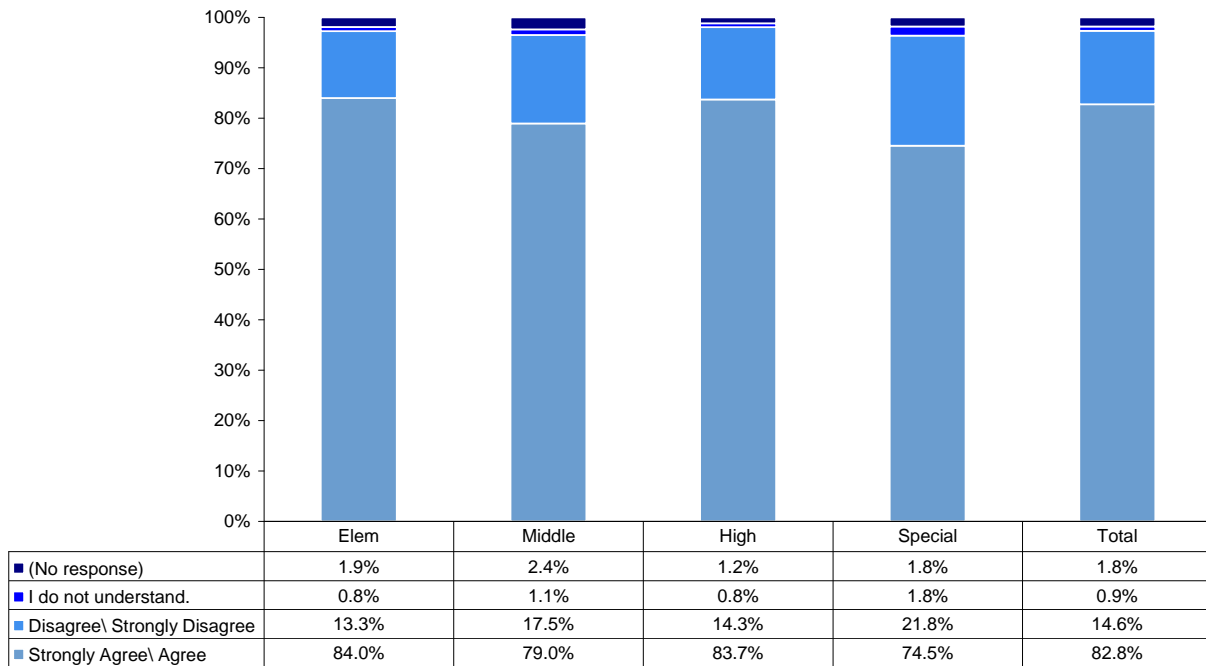
Figure 26
PLC Teams Have Developed a Variety of Formats for Common Formative Assessments



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Most teachers (83%) said that their PLC team common formative assessments were aligned to the team’s essential learning outcomes, see Figure 27. School staff interviewed also reported that teams’ common formative assessments are aligned to their essential learning outcomes.

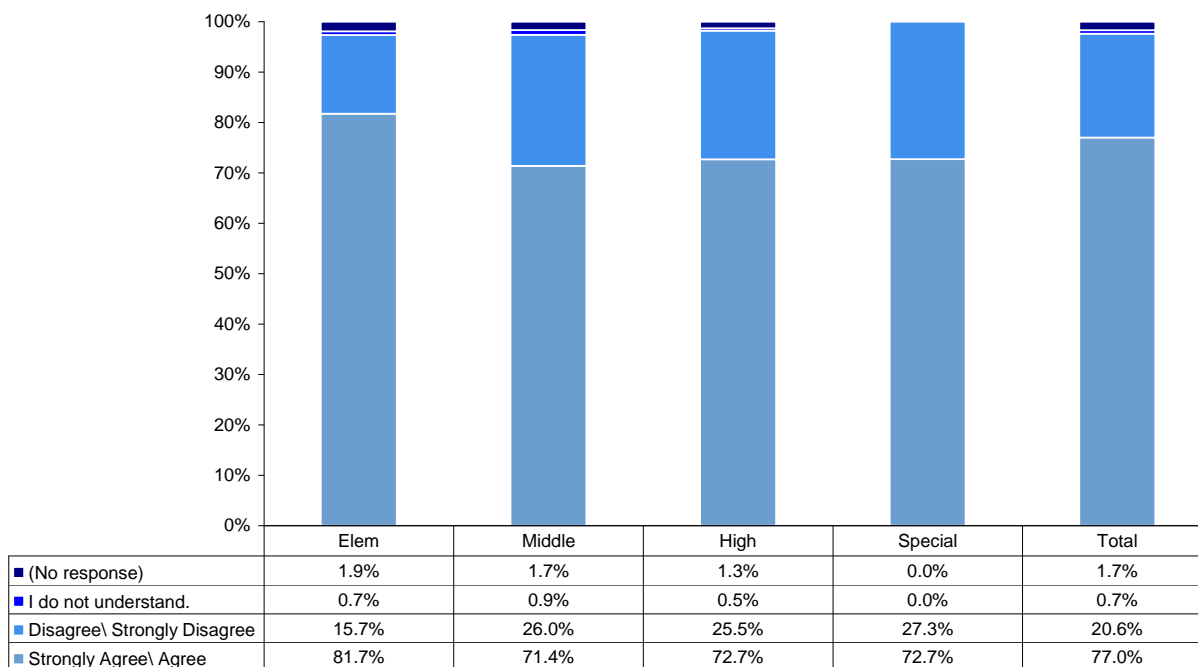
Figure 27
PLC Teams Have Aligned Common Formative Assessments to Essential Learning Outcomes



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Just over three fourths of respondents (77%) said the data from common formative assessment results are used by PLC teams to see which students should receive remediation or enrichment activities; the greatest percent (82%) being at the elementary level, see Figure 28. In schools where staff members were interviewed, most common formative assessment results are examined by teams to identify students who need enrichment or re-teaching, however, some teams are still in the planning stages with this.

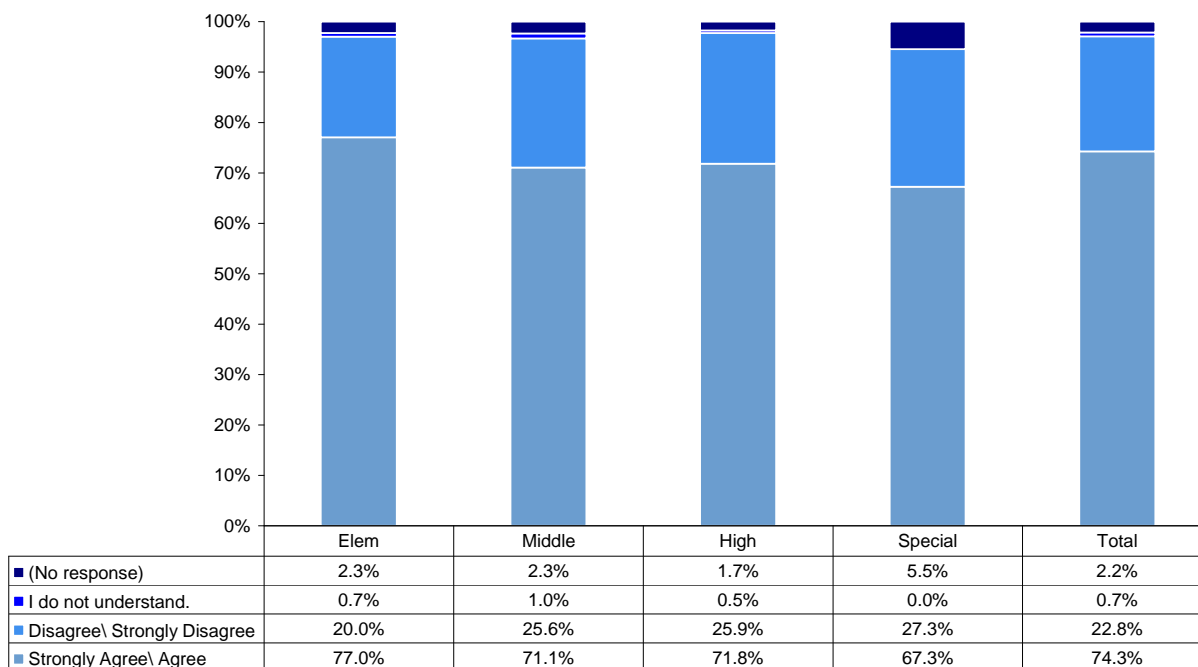
Figure 28
PLC Teams Examine Common Formative Assessment Results to Identify Students for Enrichment or Re-Teaching



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Almost three fourths of all respondents said the data from common formative assessment results are used by PLC teams to see which instructional practices were most effective, the greatest percent coming again from the elementary level and the lowest percent from the special/optional schools, see Figure 29. In schools where staff members were interviewed, about half of school teams examine common formative assessment results to determine their most effective instructional practices in achieving student mastery.

Figure 29
PLC Teams Examine Common Formative Assessment Results to Determine Most Effective Instructional Practices

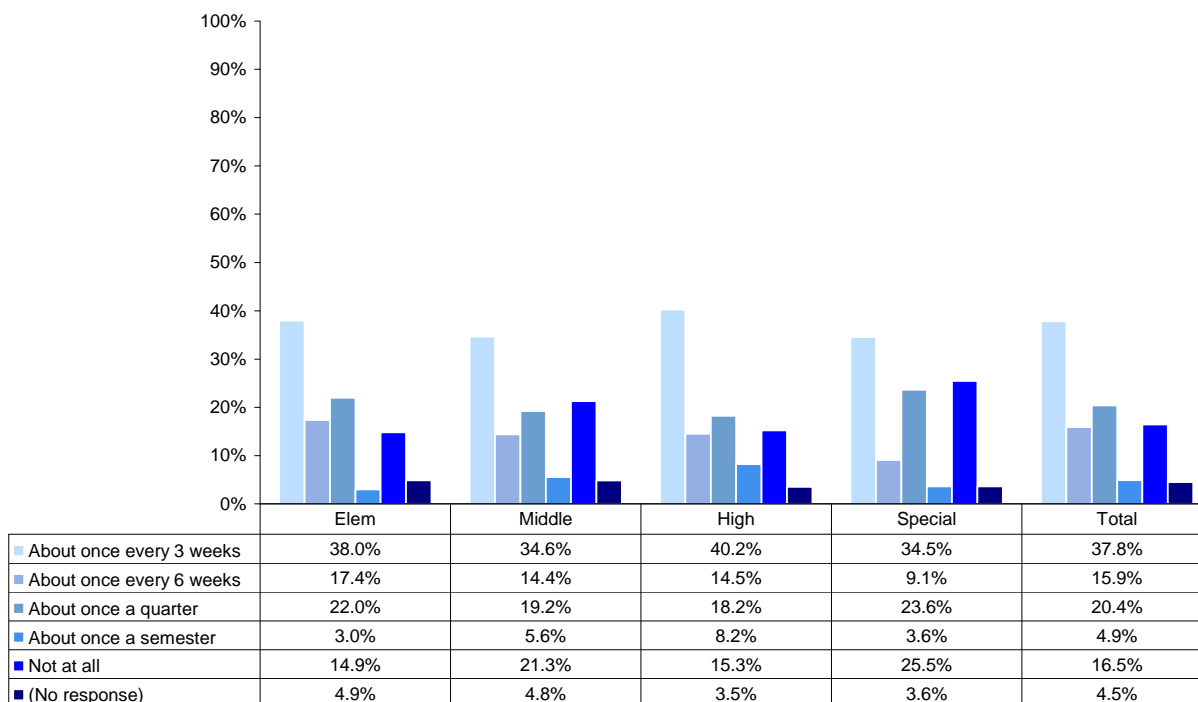


n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

A June 2007 *School Connections* television video produced by WCPSS and available online at <http://www.wcpss.net/schooltv/06-2007/index.html> shows how common formative assessments are put into use in one middle school in determining student needs and changes in instructional practices.

The greatest percentage (38%) of respondents at each school level said team-developed assessments are administered about once every three weeks, see Figure 30. The building of team-developed common formative assessments is mostly at the beginning stage in school teams, according to school staff interviewed. The assessments may not be on a set schedule, although some schools require that two are given by teams each quarter or each semester.

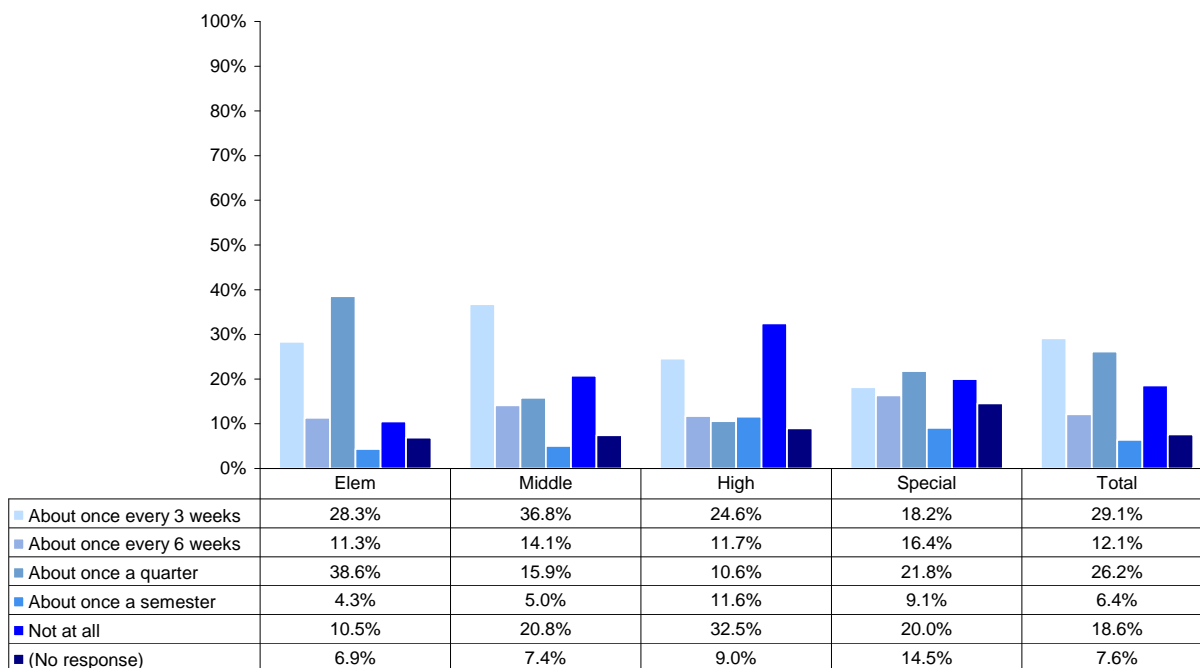
Figure 30
PLC Teams use Team-Developed Common Formative Assessments



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

The frequency of district-developed formative assessments is generally dependent upon the school level. Overall, 29% reported their PLC teams give this type of assessment about once every 3 weeks, followed closely by 26% who said their PLC teams give this type of assessment about once a quarter, see Figure 31. Nearly all school staff interviewed said that their teams use school system developed assessments housed within the online Blue Diamond framework. Some of the schools expressed a desire that attention be given to the quality of the items entered into the Blue Diamond framework that were developed by school system staff based on teacher input. (Author’s Note: The WCPSS superintendent asked that formative assessment items be developed quickly for high school use to support new graduation requirements at the high school level. The items were developed during the past year with the understanding that item revisions would likely occur after initial introduction. Items are currently being revised based on feedback from teachers and test item statistics.)

Figure 31
PLC Teams use District-Developed Common Formative Assessments



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

The February 2008 WCPSS *School Connections* television video: <http://www.wcpss.net/schooltv/> is an example that shows one school’s use of data walls that involves students in seeing their own data compared to the school’s and the school system’s summarized data in the learning process.

Best Practices

Staff reported best practices with common formative assessments include their alignment with curriculum and instruction and their development to encourage results from all learning styles. The analysis of the assessment data within Blue Diamond for planning interventions was also mentioned as a best practice in that the data is shared among team members and those results are used to make decisions and drive instruction.

Our best common formative assessment practices:

*"Our best practices to date are using Blue Diamond and assessing how each class does. We compare and share ideas to make the grade level successful."
-Wilburn Elementary*

*"I have found my PLC to be very supportive in the correct implementation of Blue Diamond Assessment. They have shown support through sharing personal experience and through sharing what they have learned at Blue Diamond training."
-Enloe High*

Biggest Challenges

Our biggest common formative assessment challenges:

*"examine varieties of Blue Diamond reports"
-East Cary Middle*

"How to use the Blue Diamond assessments"

Although high school formative assessment items are currently being revised to feedback and item analyses, based on some surveyed teachers and interviewed leadership staff at each of the school levels said that their biggest challenge is the need for better alignment between instructional pacing and items selected for district-based assessments by Curriculum & Instruction staff in collaboration with teacher teams. Also mentioned as biggest challenges are creating and using assessments that are consistent, appropriate, and fair, and then examining the results to determine which instructional practices are most effective. Some said that data collection and presentation methods need to be more clearly explained and understood.

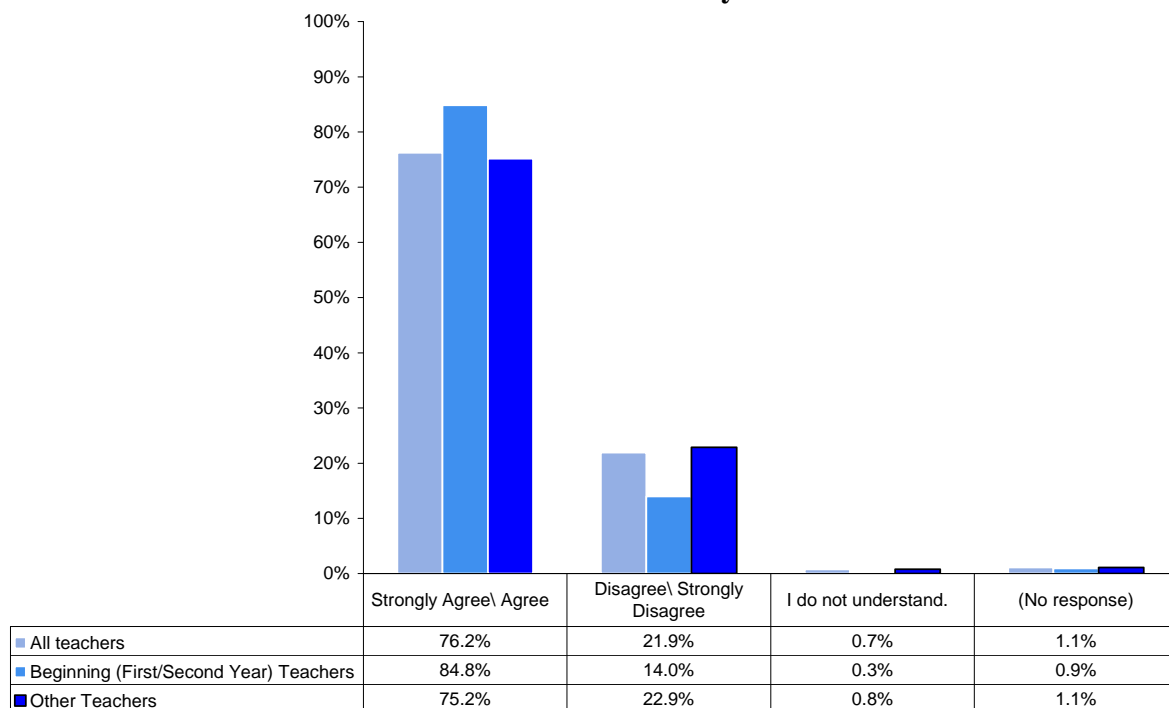
Next steps

Next steps around common formative assessments, some respondents stated, include continuing to plan and create common assessments for all of the essential objectives and continuing to analyze assessment results in Blue Diamond to help determine the next instructional strategy. Some of the school staff interviewed stated that teams are involved in reviewing the assessment items developed so quickly during the school year to meet the superintendent's request. School staff are not fully aware of the item-writing process and the time required to write quality items; this will also be addressed in next steps as the revisions take place.

PLC Team Impact

About three fourths of teacher respondents (76%) on PLC teams agreed or strongly agreed that they were a better teacher due to their PLC work. The level of agreement among beginning teachers was even higher, at 85%, see Figure 32. School staff interviewed generally said that teachers believed that PLC teams were absolutely helping them become better teachers, to have a more positive attitude toward teaching, and that PLCs were of tremendous value.

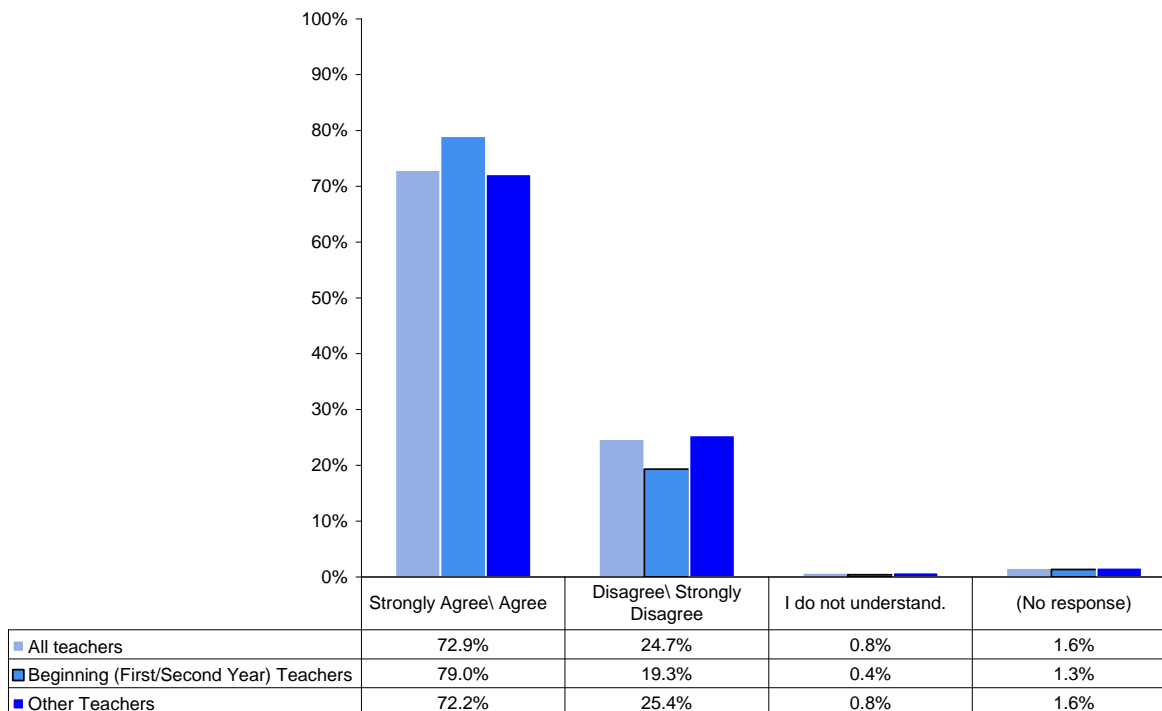
Figure 32
“I am a better teacher because of my PLC work.”



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Close to three fourths of teacher respondents (73%) on PLC teams felt their students were learning more due to their PLC work. Again, looking only at beginning teachers, the percent was slightly higher, at 79% , see Figure 33. School staff interviewed generally reported that students are paying more attention, and a positive team atmosphere supported a more positive student attitude throughout the school, especially due to more coaching of students that was occurring in teams.

Figure 33
“My students are learning more because of my PLC.”

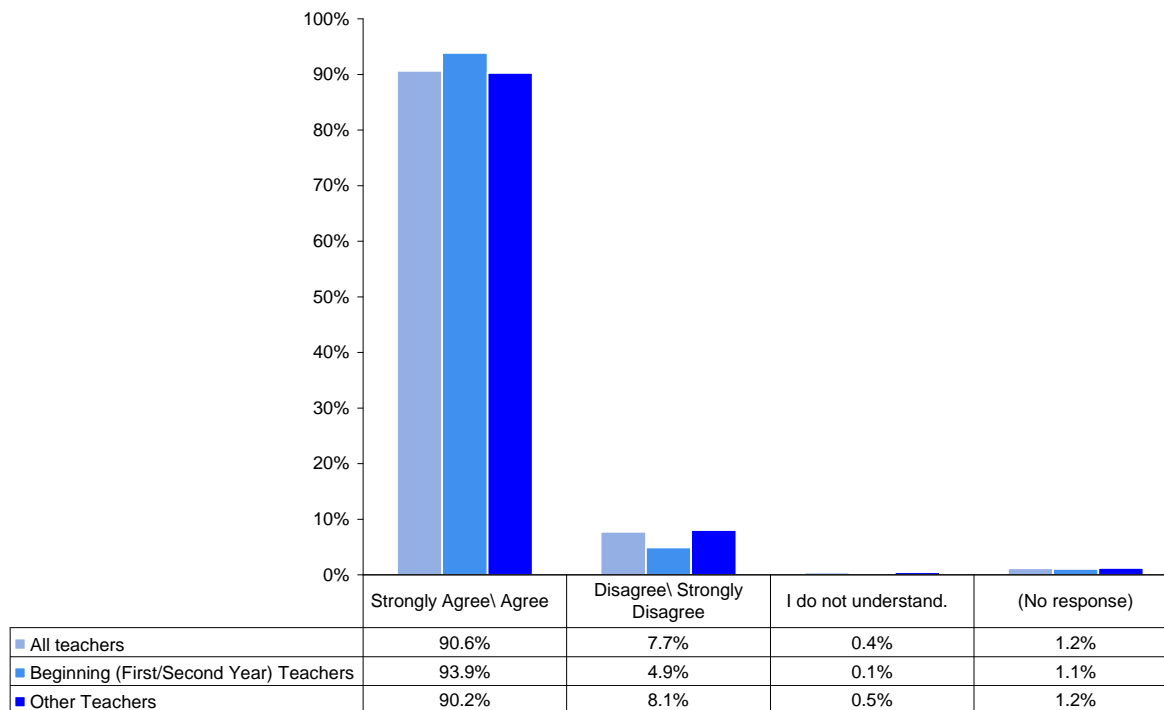


n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858

Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Nearly all teacher respondents (91%) on PLC teams agreed or strongly agreed that the PLC process provides a more supportive environment than working in isolation or in other types of groups; the percent was slightly higher (94%) for beginning teachers, see Figure 34. Although some schools said that there was a degree of redundancy that occurred with PLCs, most expressed that they were beginning to see in their teams a positive view toward the PLC process and its potential for providing a more supportive environment for teachers.

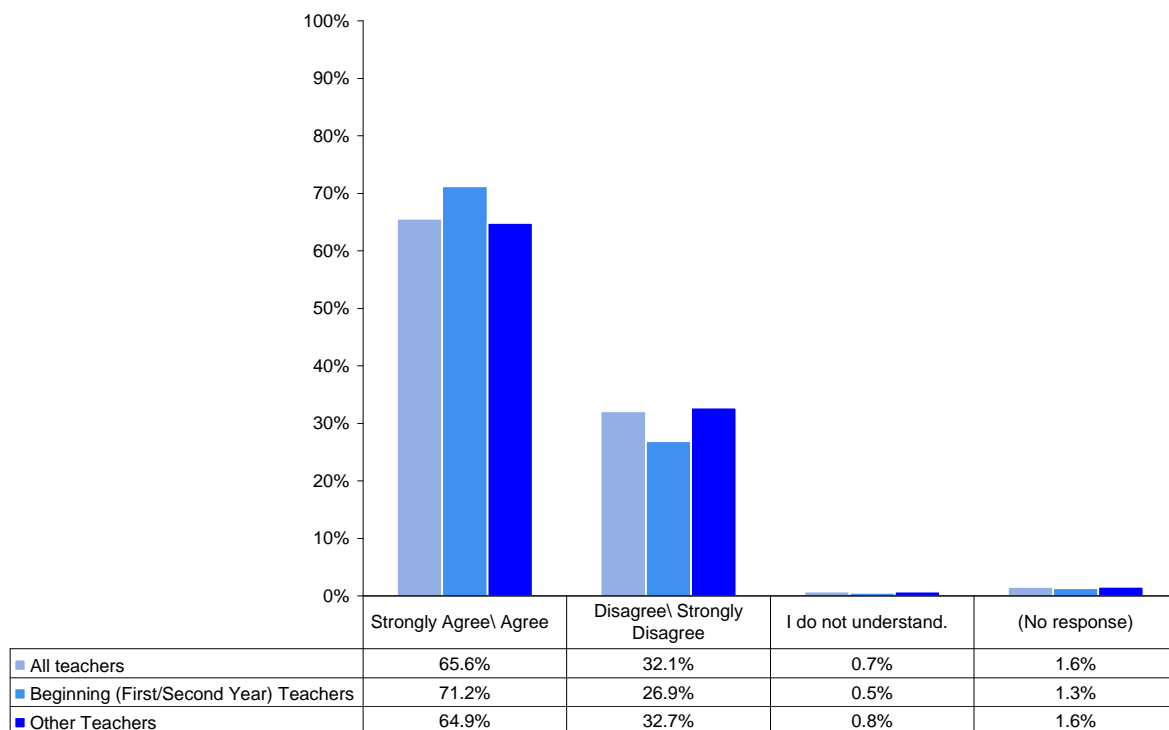
Figure 34
“The PLC process provides a more supportive environment for teachers.”



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

Close to two thirds (66%) of all teacher respondents on PLC teams said they thought time spent in the PLC process would save them time in the long run; the percent was higher (71%) for beginning teachers, see Figure 35. School staff interviewed said that time spent on PLC teams was still at the frontloading stage toward saving time overall. Some schools reported that team members take turns with duties and this helps lower individual teacher workloads. Also mentioned was the fact that vertical and horizontal curriculum mapping within and across teams helped save time in the long run. This mapping clarified for teachers how the curriculum moved through one grade level to the next as well as how curriculum in one subject area could be linked with relevance to other subject areas.

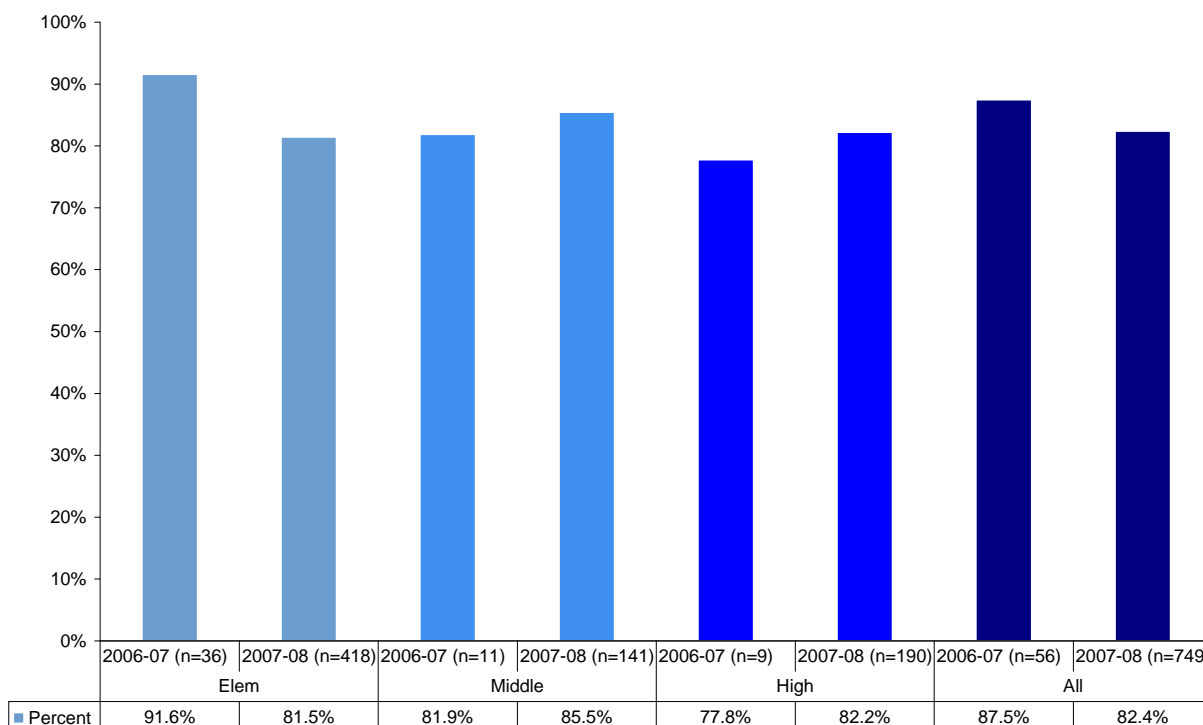
Figure 35
“Time spent with my PLC will save me time overall.”



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

In 2006-07, the WCPSS Evaluation and Research Department conducted a survey of a sample of beginning teachers late in the spring to assess the value of PLCs to these teachers (Reichstetter, 2007). Of the 300 teachers randomly selected to be participants in the survey, 39% responded, although only 81 of those responding said they were beginning teachers. Of the 81 first or second year teachers, 70% reported they had been a PLC team participant during the 2006-07 school year. Comparisons between years must be made cautiously, since the size of the group, the timing of the survey, and the response rates varied. This year’s survey methods were stronger. In both the 2006-07 and 2007-08 surveys, over 80% of beginning teachers responded that PLCs had made a positive impact on their work environment. Overall, while the elementary percentage was lower compared to the previous year, middle and high school percentages were slightly higher, see Figure 36.

Figure 36
Positive Impact of PLC on Beginning Teachers



n = Elementary: 3,507; Middle: 1,507; High: 1,789; Special/Optional: 55; Total: 6,858
 Data Source: WCPSS Data Analysis of High Five 2007-08 PLC Survey

SUMMARY AND IMPLICATIONS

WCPSS, under the strategic leadership of Superintendent Del Burns, continues its commitment to support the implementation of the concepts and practices of professional learning communities. All WCPSS school staff members are in the process of being learning more about implementing the PLC concepts in their work. Clarity in understanding the basic PLC concepts remains a concern; some misperceptions about the concepts appear to still exist across the school system and within most teams. One misunderstanding is due to the introduction of the term “PLC” as a reference to a team within the school or department rather than as intended by the

DuFours and others: an overarching systemwide PLC composed of teams within schools and departments sharing the same vision and values. This misperception is scheduled to be addressed through High Five during the next school year. Central services staff training is expanding to include all departments in team-based collaboration and results-oriented work efforts. Some have been exposed to and have gained higher levels of knowledge than others. High schools were the first to be involved in extensive training and examination of PLC concepts within their schools through the High Five: Regional Partnership for High School Excellence organization. Middle schools have been working under a team concept and with collaborative data teams during the past three years. Most elementary schools began to work more intensively under the PLC concepts this year.

Implications are that the formal training and embedded professional development that is so much a part of PLCs will continue and that practices will continue to improve due to the commitment of overall leadership as well as PLC teams that are modeling so well the exemplary practices desired.

SUGGESTIONS FOR NEXT STEPS

With the movement of the school system into a professional learning community with all departments and schools working as collaborative teams, certain needs are still apparent. The following are suggestions to continue supporting the redesign:

- Align all PLC and team-based training in terms of basic concepts, team building and development, systems and processes.
- Determine and clarify expectations and requirements for staff within each setting (i.e., school, and central services).
- Provide a common planning period for teams to meet on a weekly basis for a minimum of 30 minutes.
- Increase understanding of intervention pyramids and their alignment with desired essential learning outcomes within schools.
- Construct a schedule within the school day or week in schools for re-teaching and enrichment activities.
- Create opportunities for discussions across similar teams regarding essential learning outcomes, common grading standards, and development of SMART goals.
- Create opportunities for teams to share their operational guidelines and processes.
- Reflectively dialogue within teams regarding effective instructional practices.
- Train staff in the use of assessment tools and analysis of assessment results.
- Provide training to schools on writing high quality formative assessment items.
- Create district and school formative assessments that align with instructional pacing of essentials for all areas of instruction.
- Review formative assessment items on a regular basis for quality and accuracy in measuring student mastery.
- Communicate the formative assessment development and review process more clearly to schools.
- Create and use a variety of formative assessment approaches (e.g., single answer, standards-based, performance, and product).

- Involve students in tracking their own progress.
- Form processes and systems for leadership to provide feedback on progress and celebrations of success.
- Continue with High Five plans to correct the misperception of “PLC” as a reference to each of the school teams rather than as teams working under an overarching systemwide PLC.

It is clear that the school system is aware of the potential value of professional learning communities and that the change process to full implementation will take time. It is also clear, however, that school staff need to develop a deeper understanding of PLC concepts and practices. The concept of the team-based learning organization is taking hold, and evidence exists that it is continuing to grow.

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GLOSSARY

Blue Diamond – Blue Diamond Information Solutions is a consulting company that constructs frameworks to house school and district-level assessment items and assessments. The company provides WCPSS with a web-based application framework for North Carolina Standard Course of Study curriculum-based assessment generation, administration, and evaluation (providing some performance statistics on the items). Items are generated by school system staff and housed within the framework. The website is accessed at <http://www.buildatest.com>.

High Five: Regional Partnership for High School Excellence – Partnership comprises five major corporations located within the Raleigh, Durham, Chapel Hill triangle area (SAS Corporation, Blue Cross-Blue Shield of North Carolina, Capitol Broadcasting, The News and Observer, and Progress Energy) and five school systems within the area (Wake County Public School System, Durham Public Schools, Johnston County, Orange County, and Chapel Hill-Carrboro City Schools). The High Five goals are to have (a) 100% of students graduating high school by 2013, (b) 90% completing college tech prep or college university prep course of study by 2009, and (c) 80% meeting course requirements for UNC system of admission by 2009.

NCSCoS – acronym for the North Carolina Standard Course of Study curriculum and objectives. The curriculum listings are available for online viewing at <http://www.ncpublicschools.org/curriculum/ncscos>.

PLC – defined by WCPSS as a team that regularly collaborates toward continued improvement in meeting learner needs through a shared curricular-focused vision; decisions regarding student needs and instructional strategies are based on a systematic collection of data and purposeful dialogue.

Wake County Public School System

HIGH FIVE PLC SURVEY 2007-08

Description :

Our district, along with the other High Five districts, has determined that research indicates the development of Professional Learning Communities (PLCs) is likely to lead to higher student achievement and enhanced teacher satisfaction. This survey is designed to measure the depth of implementation of PLCs. The summarized results of the survey, along with team-level data, will be shared with individual teams, schools, districts and High Five. The majority of the items are multiple-choice; the survey should take about 15-20 minutes of your time.

Instructions :

If you are a participant in one or more PLCs, please complete the full survey according to your experience in your main PLC. If you are not a participant in any PLC, respond to item 1, skipping next to complete the Demographics section (items 16-20). Please answer honestly. Be sure to SUBMIT the survey when you have finished.

* 1. **During this school year, I have been part of a professional learning community (PLC) focused on achieving essential learning outcomes for all students.**

- Yes
- No (if No, skip to Demographics items: #16-20)

2. A Focus on Learning

	Strongly Agree	Agree	Disagree	Strongly Disagree	I do not understand.
a. As a PLC, we have identified essential learning outcomes for our students. (Essential learning outcomes, also called power standards, are the course and grade level critical knowledge, skills, and dispositions that students are expected to retain long after the assessment is completed, that are applicable to multiple academic disciplines, and that prepare the student for success in the next grade/course.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. As a PLC, we believe that all of our students will master the essential learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. As a PLC, we use team-adopted common standards of success to evaluate student learning. (Common standards of success would include team-developed grading policies and practices, such as standards of mastery for common formative assessments and similar criteria for grading and assigning value to homework, classwork, and tests, as well as consistently applying team-developed rubrics so that a sample would likely receive the same grade regardless of who graded it.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. As a PLC, we have adopted strategic and specific, measurable, attainable, results-oriented, and timebound (SMART) goals that we are working to achieve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. As a PLC, our SMART goals are aligned to our school's SMART goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Collaborative Culture: Team Processes

	Strongly Agree	Agree	Disagree	Strongly Disagree	I do not understand.
a. As a PLC, we have established norms (e.g., ground rules for team meetings including holding each other accountable for student learning) to clarify how we will work together as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. As a PLC, we abide by the explicit team norms we developed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. As a PLC, we use decision-making processes such as brainstorming, problem identification, consensus, and prioritization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. As a PLC, we are able to be open and honest with each other about what we do well and not so well (e.g., in instruction, in teacher-student relationships, in teamsmanship).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. As a PLC, we have a process to effectively resolve conflict.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. As a PLC, we document and monitor our PLC processes so that we can continue to improve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. As a PLC, we systematically gather evidence about the impact of various instructional strategies on student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Instructional Strategies and Interventions

	Strongly Agree	Agree	Disagree	Strongly Disagree	I do not understand.
a. As a PLC, we have made a conscious effort to align our					

	instruction to achieve our essential learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. As a PLC, we are identifying increasingly more effective instructional strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. As a PLC, we utilize those increasingly more effective instructional strategies that our team identifies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. As a PLC, we utilize the school-wide intervention pyramid (sequence of required interventions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	e. As a PLC, we require every student who has not yet mastered the essential learning outcomes to participate in additional learning opportunities every few weeks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Common Formative Assessments

		Strongly Agree	Agree	Disagree	Strongly Disagree	I do not understand.
	a. As a PLC, we have developed a variety of common formative assessments using different approaches (e.g., performance assessment, essays, tests, quizzes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. As a PLC, we have aligned our common formative assessments to the essential learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. As a PLC, we examine the results of our common formative assessments to identify students who need additional learning opportunities (enrichment or re-teaching).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. As a PLC, we examine the results of our common formative assessments to determine which instructional practices are most effective in achieving student mastery.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Common Formative Assessments: As a PLC, we usually administer common formative assessments with the following frequency:

		About once every 3 weeks	About once every 6 weeks	About once a quarter	About once a semester	Not at all
	a. Team-developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. District-developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Impact

		Strongly Agree	Agree	Disagree	Strongly Disagree	I do not understand.
	a. I am a better teacher because of my work with my PLC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. My students are learning more because of my work with my PLC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. The PLC process has the potential to provide a more supportive environment for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	d. Time spent with my PLC will save me time overall.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Support/Resource Allocation

		Strongly Agree	Agree	Disagree	Strongly Disagree	I do not understand.
	a. As a PLC, we receive feedback and support from leadership on our implementation of PLC concepts and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	b. My school celebrates team progress toward the implementation of PLC concepts and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	c. My school celebrates team progress toward SMART goals for student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Support/Resource Allocation - My PLC typically meets with the following frequency:

- None
- Daily
- Weekly
- Two times a month
- Monthly
- Quarterly

10. Support/Resource Allocation - The length of my typical PLC meeting is:

- Less than 30 min
- Between 30 min and an hour
- More than an hour

11. Support/Resource Allocation - My PLC typically meets at the following time:

(Mark all that apply)

- Before school
- After school

- During lunch period
- During a common planning period
- On workdays
- Other, please specify: _____

12. My PLC's best practices to date include:

(999 characters left)

13. My PLC's greatest challenge is:

(999 characters left)

14. Next steps that my PLC has planned:

(999 characters left)

15. The name of my main PLC is:

(249 characters left)

* 16. Demographics

a. Years of teaching experience (including current year):

- 1-2 years
- 3-4 years
- 5-10 years
- 11-20 years
- More than 20 years

* 17. Demographics

b. My main grade level assignment this year

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9-12

- Elementary specialist
- Middle grade specialist
- Other, please specify: _____

* 18. Demographics - My main subject area assignment this year

(Select one)

- Regular elementary classroom subjects
- Math
- Science
- Math/Science
- Language Arts
- Social Studies
- Language Arts/Social Studies
- World Language
- Technology Education
- Career Technical Education
- Arts
- PE/Health
- Exceptional Education
- Other, please specify: _____

* 19. Demographics - Base school assignment for this year:

Adams Elementary - 304

20. Demographics - My hours of formal professional development that focused on PLC implementation (since September 2005):

	None	1-4 hours	5-8 hours	9-12 hours	13-16 hours	Over 16 hours
High Five sponsored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School district sponsored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Submit form

APPENDIX B: AREA PLC TEAM PARTICIPATION PERCENTAGES

Table B1

Percentage of Central Area Teacher Respondents Participating on PLC Team

Region	School Type	19.Base school assignment for this year:	No	Yes	Total	% Yes	
Central	Traditional	Brentwood Elementary - 336	25	7	32	21.9%	
		Brooks Museums Elementary - 344	3	32	35	91.4%	
		Broughton High - 348	31	79	110	71.8%	
		Conn Elementary - 380		51	51	100.0%	
		Daniels Middle - 388	6	62	68	91.2%	
		Douglas Elementary - 396		18	18	100.0%	
		East Millbrook Middle - 408	11	47	58	81.0%	
		Enloe High - 412	1	131	132	99.2%	
		Hunter Elementary - 448	2	51	53	96.2%	
		Joyner Elementary - 456	9	25	34	73.5%	
		Lacy Elementary - 468	2	31	33	93.9%	
		Ligon Middle - 472	5	59	64	92.2%	
		Longview School - 324	3	20	23	87.0%	
		Martin Middle - 492	4	61	65	93.8%	
		Moore Square Museums Middle - 506	4	23	27	85.2%	
		Olds Elementary - 524	2	20	22	90.9%	
		Partnership Elementary - 525		26	26	100.0%	
		Phillips (Mary E.) High - 528	3	16	19	84.2%	
		Powell Elementary - 536		33	33	100.0%	
		Root Elementary - 548		24	24	100.0%	
	Stough Elementary - 564	5	31	36	86.1%		
	Underwood Elementary - 572	10	16	26	61.5%		
	Wiley Elementary - 620	1	21	22	95.5%		
		Traditional Total		127	884	1011	87.4%
		Year-Round	River Bend Elementary - 302	1	34	35	97.1%
			Wilburn Elementary - 616	4	37	41	90.2%
	Year-Round Total		5	71	76	93.4%	
Central Total			132	955	1087	87.9%	

Table B2

Percentage of Eastern Area Teacher Respondents Participating on PLC Team

Region	School Type	19.Base school assignment for this year:	No	Yes	Total	% Yes		
Eastern	Traditional	Carver Elementary - 362	4	39	43	90.7%		
		East Wake School of Arts, Education, & Global Studies - 702		1	1	100.0%		
		East Wake School of Engineering Systems - 703		20	20	100.0%		
		East Wake School of Health Science - 700	6	13	19	68.4%		
		East Wake School of Integrated Technology - 701		20	20	100.0%		
		Forestville Road Elementary - 413	9	41	50	82.0%		
		Knightdale High - 466	4	74	78	94.9%		
		River Oaks Middle - 438		11	11	100.0%		
		Rolesville Elementary - 544		19	19	100.0%		
		Wake Forest Elementary - 584	1	42	43	97.7%		
		Wake Forest-Rolesville High - 588		108	108	100.0%		
		Wake Forest-Rolesville Middle - 592	1	53	54	98.1%		
		Wakelon Elementary - 597	14	24	38	63.2%		
		Wendell Elementary - 600		32	32	100.0%		
		Wendell Middle - 601		21	21	100.0%		
		Zebulon Elementary - 632	1	47	48	97.9%		
		Zebulon Middle - 636	1	64	65	98.5%		
			Traditional Total		41	629	670	93.9%
			Year-Round	East Wake Middle - 410	3	53	56	94.6%
				Harris Creek Elementary - 451	1	57	58	98.3%
		Heritage Elementary - 454		3	48	51	94.1%	
		Heritage Middle - 444		9	52	61	85.2%	
		Hodge Road Elementary - 446		14	6	20	30.0%	
		Jones Dairy Elementary - 453		14	21	35	60.0%	
		Knightdale Elementary - 464		2	46	48	95.8%	
		Lockhart Elementary - 480		3	48	51	94.1%	
		Sanford Creek Elementary - 554	4	23	27	85.2%		
		Year-Round Total		53	354	407	87.0%	
	Eastern Total			94	983	1077	91.3%	

Table B3

Percentage of Northern Area Teacher Respondents Participating on PLC Team

Region	School Type	19.Base school assignment for this year:	No	Yes	Total	% Yes	
Northern	Traditional	Baileywick Elementary - 326	1	37	38	97.4%	
		Carroll Middle - 360		44	44	100.0%	
		Forest Pines Drive Elementary - 417	1	35	36	97.2%	
		Fox Road Elementary - 415		35	35	100.0%	
		Hilburn Drive Elementary - 442		47	47	100.0%	
		Jeffreys Grove Elementary - 452	3	33	36	91.7%	
		Lead Mine Elementary - 470	1	34	35	97.1%	
		Lynn Road Elementary - 488	6	27	33	81.8%	
		Millbrook Elementary - 496	2	37	39	94.9%	
		Millbrook High - 500		111	111	100.0%	
		North Ridge Elementary - 516	2	58	60	96.7%	
		Sanderson High - 552	2	93	95	97.9%	
		Wakefield High - 595	1	122	123	99.2%	
		Wakefield Middle - 594	1	61	62	98.4%	
		West Millbrook Middle - 608	4	59	63	93.7%	
		Wildwood Forest Elementary - 618		40	40	100.0%	
	York Elementary - 628	11	21	32	65.6%		
	Traditional Total			35	894	929	96.2%
	Year-Round	Brassfield Elementary - 334			43	43	100.0%
		Durant Road Elementary - 398	1	63	64	98.4%	
		Durant Road Middle - 399	2	66	68	97.1%	
		Green Elementary - 440	3	42	45	93.3%	
		North Forest Pines Drive Elementary -	1	34	35	97.1%	
		Pleasant Union Elementary - 531		34	34	100.0%	
	Wakefield Elementary - 593		31	31	100.0%		
	Year-Round Total			7	313	320	97.8%
	Northern Total			42	1207	1249	96.6%

Table B4

Percentage of South Central Area Teacher Respondents Participating on PLC Team

Region	School Type	19.Base school assignment for this year:	No	Yes	Total	% Yes	
South Central	Traditional	Apex Elementary - 308	10	24	34	70.6%	
		Apex High - 316	12	101	113	89.4%	
		Apex Middle - 312		58	58	100.0%	
		Athens Drive High - 318	10	84	94	89.4%	
		Bugg Elementary - 352	10	29	39	74.4%	
		Carnage Middle - 356	1	45	46	97.8%	
		Centennial Campus Middle - 370		46	46	100.0%	
		Combs Elementary - 376	7	50	57	87.7%	
		Dillard Drive Elementary - 393	13	30	43	69.8%	
		Dillard Drive Middle - 394	5	55	60	91.7%	
		Fuller Elementary - 416		35	35	100.0%	
		Mt. Vernon - 508		19	19	100.0%	
		Penny Road Elementary - 530	3	47	50	94.0%	
		Poe Elementary - 532	2	28	30	93.3%	
		Southeast Raleigh High - 562	15	62	77	80.5%	
		Swift Creek Elementary - 568	1	36	37	97.3%	
		Wake Early College of Health and Science - 583		7	7	100.0%	
		Washington Elementary - 596		30	30	100.0%	
		Yates Mill Pond Elementary - 626	3	34	37	91.9%	
		Traditional Total			92	820	912
	Year-Round	Baucom Elementary - 328	24	30	54	55.6%	
		Lufkin Road Middle - 484	1	53	54	98.1%	
		Oak Grove Elementary - 522	11	35	46	76.1%	
		Olive Chapel Elementary - 523	5	44	49	89.8%	
		Salem Elementary - 550	7	46	53	86.8%	
	Salem Middle - 551		55	55	100.0%		
	Year-Round Total			48	263	311	84.6%
South Central Total			140	1083	1223	88.6%	

Table B5
Percentage of Southern Area Teacher Respondents Participating on PLC Team

Region	School Type	19.Base school assignment for this year	No	Yes	Total	% Yes	
Southern	Traditional	Aversboro Elementary - 320	1	38	39	97.4%	
		Creech Road Elementary - 384		18	18	100.0%	
		East Garner Middle - 404	2	49	51	96.1%	
		Fuquay-Varina Elementary - 420		49	49	100.0%	
		Fuquay-Varina High - 428		88	88	100.0%	
		Fuquay-Varina Middle - 424	4	31	35	88.6%	
		Garner High - 436	1	111	112	99.1%	
		Holly Ridge Elementary - 449	2	39	41	95.1%	
		Holly Ridge Middle - 450		56	56	100.0%	
		Holly Springs High - 455		55	55	100.0%	
		Lincoln Heights Elementary - 476	2	6	8	75.0%	
		Middle Creek High - 495	1	106	107	99.1%	
		Smith Elementary - 560	5	25	30	83.3%	
		Vandora Springs Elementary - 580		38	38	100.0%	
		Traditional Total			18	709	727
	Year-Round	Ballentine Elementary - 327		33	33	100.0%	
		Barwell Road Elementary - 329	7	39	46	84.8%	
		East Garner Elementary - 403		27	27	100.0%	
		Holly Grove Elementary - 457	10	44	54	81.5%	
		Holly Springs Elementary - 447	3	44	47	93.6%	
		Middle Creek Elementary - 494	4	51	55	92.7%	
		North Garner Middle - 512	6	40	46	87.0%	
		Rand Road Elementary - 540	2	29	31	93.5%	
		Timber Drive Elementary - 570	9	47	56	83.9%	
		Vance Elementary - 576	2	31	33	93.9%	
		West Lake Elementary - 606	1	61	62	98.4%	
		West Lake Middle - 607	6	58	64	90.6%	
Willow Springs Elementary - 624	2	48	50	96.0%			
Year-Round Total			52	552	604	91.4%	
Southern Total			70	1261	1331	94.7%	

Table B6
Percentage of Western Area Teacher Respondents Participating on PLC Team

Region	School Type	Base school assignment for this year:	No	Yes	Total	% Yes	
Western	Traditional	Briarcliff Elementary - 340		38	38	100.0%	
		Cary Elementary - 364	1	51	52	98.1%	
		Cary High - 368	1	89	90	98.9%	
		Cedar Fork Elementary - 369	4	38	42	90.5%	
		Davis Drive Elementary - 390		70	70	100.0%	
		Davis Drive Middle - 391	1	51	52	98.1%	
		Farmington Woods Elementary - 414	11	33	44	75.0%	
		Green Hope High - 441	3	100	103	97.1%	
		Kingswood Elementary - 460	8	23	31	74.2%	
		Leesville Road High - 473	2	126	128	98.4%	
		Leesville Road Middle - 471	3	66	69	95.7%	
		Northwoods Elementary - 520	4	35	39	89.7%	
		Panther Creek High - 526	2	88	90	97.8%	
		Reedy Creek Elementary - 542	9	35	44	79.5%	
		Reedy Creek Middle - 400	2	45	47	95.7%	
		Weatherstone Elementary - 598	17	35	52	67.3%	
		West Cary Middle - 604	7	45	52	86.5%	
		Traditional Total			75	968	1043
	Year-Round	Adams Elementary - 304	9	107	116	92.2%	
		Brier Creek Elementary - 342	1	36	37	97.3%	
		Carpenter Elementary - 358	1	36	37	97.3%	
		East Cary Middle - 402	2	18	20	90.0%	
		Green Hope Elementary - 439	4	41	45	91.1%	
		Highcroft Elementary - 443		48	48	100.0%	
		Leesville Road Elementary - 469	13	38	51	74.5%	
		Morrisville Elementary - 504	4	34	38	89.5%	
		Turner Creek Elementary - 571	11	43	54	79.6%	
Year-Round Total			45	401	446	89.9%	
Western Total			120	1369	1489	91.9%	

WCPSS PROFESSIONAL LEARNING COMMUNITIES 2007-08 IMPLEMENTATION STATUS

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