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| **R&P 3610**  **R&P 4510**  **R&P 5040** | **PROFESSIONAL LEARNING TEAMS** | **R&P 3610**  **R&P 4510**  **R&P 5040** |

A Professional Learning Team (PLT) demonstrates the following characteristics:

       Shared vision and values

       Supportive conditions

       Shared leadership

       Collaborative culture

       Collective inquiry

       Focus on results

The professional learning team collaborates to answer the questions: (a) what is it that we want students to know, (b) how do we know if they know it, (c) what do we do if they don?t know it or do know it? (DuFour and Eaker, 1998)

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| **A.** | **PLT** |
|  | Schools will determine a schedule for regular PLTs and submit it to their Area Superintendent. A professional learning team meeting should last for an hour but can be extended by the consensus of the team. A waiver of policy is required to meet for less than 60 minutes per week. |
| **B.** | **Early Release Day** |
|  | The Board will approve early release days per calendar/track. On early release days, the bell will ring two and one half hours early for the departure of students. Early Release Day professional development and collaboration should begin immediately after the staff' responsibility for the safe departure of students has been completed. The professional development and collaboration should not extend beyond the regular departure time for staff. It is the expectation that staff remain on campus for lunch. |
| **C.** | **Implementation Plan** |
|  | The principal and the School Improvement Leadership team shall create a Professional Learning Team Implementation Plan and schedule. It should include defining the professional learning teams that will operate for the year, assigning staff members to teams and scheduling meetings for the teams. The Implementation Plan should include processes for establishing norms, meeting agendas, meeting minutes, and a method to make those items available to staff members. Information will be made available to the school community using a variety of media, such as, newsletters, school messenger, including the school website.   No student activities should occur during early release time without approval by the principal due to an extenuating circumstance. Post-PLT student activities must be approved by the principal in collaboration with the school leadership team. Students involved in activities that begin after PLT time will be supervised.  Applying the definition of a professional learning team, principals may approve staff participation in regional or district teams. |
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| Employing the following roles will ensure implementation with fidelity the practices of Professional Learning Teams.  The Board shall:   1. Support the collaborative community of learners in schools. 2. Approve early release days for each calendar/track. 3. Fund, within the budget process, adequate resources to support the collaborative work of learning teams and job-embedded professional development.    The Superintendent shall:   1. Direct schools to implement the policy. 2. Provide the Board data that demonstrate the fidelity of implementation and impact on student achievement.   Central Services staff shall provide the following support to school-based professional learning teams:   1. Provide guidelines and resources for continuous improvement of PLT’s. 2. Identify best PLT practices in the district and share with district leaders. 3. Participate in professional learning teams as appropriate.     The School Improvement Leadership Team shall:   1. Work with the principal to devise a professional learning team implementation plan that includes job responsibilities for all staff members. 2. Clearly state in the School Improvement Plan how the time will be used. (G.S. 115C-84.2)     The Principal shall:   1. Ensure that there is a minimum of 1,025 hours of instruction within the required minimum of instructional days. (G.S. 115C-84.2) 2. Be responsible for the implementation of professional learning teams at the school level. 3. Communicate to the school community the specific work being done and the importance of professional collaboration. 4. Monitor and assess the progress of the implementation and improved results. 5. Ensure that the work hours should be no less than the workday established by the Board of Education. 6. Approve leave from Board-approved early release and professional learning team time only in extenuating circumstances.     School-based staff shall:  1.       Participate in job-embedded professional development and weekly professional learning teams.  2.       Work in collaborative teams to:  a.       Build shared knowledge regarding expectations for student learning.  b.      Monitor each student's learning frequently, including the use of common assessments.  c.       Identify goals that focus on student learning and require evidence of improved student learning based on analyzed data through common lesson planning.  d.       Share teaching strategies.  e.       Create a process for additional time and support in response to students experiencing difficulty or needing enrichment.     |  | | --- | | DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for*  *enhancing student achievement.* Bloomington, IN: Solution Tree.  Adopted: July 21, 2009  Revised: November, 2013 | |