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**WCPSS 2009–10 HIGH FIVE PLT SURVEY RESULTS:
PROFESSIONAL LEARNING TEAM (PLT) IMPLEMENTATION OVER TIME**

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ABSTRACT

The Wake County Public School System (WCPSS) continues to implement Professional Learning Teams (PLTs) as a research-based method of improving teacher effectiveness and increasing student achievement. High Five PLT Survey results from 2007-08 through 2009-10 showed a strong level of support for the PLT concept. The 2009-10 results revealed 73% to 92% of the respondents agreed or strongly agreed with all statements pertaining to each of the six core PLT themes. Generally, teachers responded more positively to the survey items in 2009-10 than in previous years. The percentage of teachers meeting weekly for over an hour increased greatly over prior years after implementation of the Board policy on PLTs. In short, survey results suggest strong implementation, with slow but measureable progress towards full functioning of all components of the model.

In December 2009 – January 2010, a survey of educators was conducted in WCPSS and the other four High Five districts. Results indicate continued strong implementation of Professional Learning Teams (PLTs). As in 2007-08 and 2008-09, the 2009-10 results showed a strong level of support for the PLT concept: 73% to 92% of the survey respondents agreed or strongly agreed with all statements pertaining to each of the six core PLT themes (generally slightly higher than in prior years). In most instances, teachers also agreed more strongly with the survey statements in 2009-10 than they did in previous years, indicating a more positive experience with implementation and impact of their PLT work.

BACKGROUND

The concept of Professional Learning Communities, or PLCs, was first introduced in the 1960s as an alternative to independent, disconnected teachers working in isolation. Within a PLC, teachers break with this tradition by actively collaborating, sharing expertise, improving their skills, examining and using various forms of data, and learning from each other—all for the purpose of improved student learning. The term PLC is sometimes used to refer to the small collaborative groups and sometimes to a collection of these small groups at a school or region or district level.

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The smaller groups are also called Professional Learning Teams (PLTs) in the literature (DuFour, DuFour, Eaker, & Many, 2007). WCPSS started consistently using the term PLT for these smaller groups in 2008-09.

In recent years, the PLT concept has become increasingly familiar to WCPSS education professionals as a “best practice” to foster professional growth and increase student achievement. Educational research supports the implementation of PLTs at all grade levels as a way to improve student outcomes; the overwhelming consensus is that it is one of the best practices in the teaching profession (DuFour, DuFour, Eaker, & Many, 2007; Huffman, Hipp, Pankake, & Moller, 2001; Phillips, 2003; Roberts & Pruitt, 2003).

In 2003 a group of five corporations (SAS, BlueCross-BlueShield of North Carolina, A.J. Fletcher Foundation, Capital Broadcasting, Progress Energy, and The News & Observer) formed a partnership with the five school districts of Chapel Hill-Carrboro, Durham, Johnston, Orange, and Wake counties. This consortium, the High Five Regional Partnership for High School Excellence, combined forces to improve graduation rates and to better prepare students for higher education and the careers of their choice. After reviewing the educational research, the foundation of the improvement effort focused on the implementation of PLTs across all schools and districts. Since the 2003-04 school year, the High Five partnership has funded numerous training opportunities for teachers and support staff members. High Five initially focused on training high school staff on PLTs, with other levels gradually added.

WCPSS central and school administrators have worked to fully instill the PLT concept through High Five and through independent efforts. Initially, high schools had the most extensive training on PLTs (starting in 2003-04 in collaboration with High Five). Across the years, middle schools implemented data teams, individual elementary schools explored PLCs on their own, and elementary school leaders added data teams through their regional teams. Early on, a WCPSS Steering Committee was formed, which guided training efforts and instituted an electronic “fishbone” (a quality tool) to provide access to a variety of resources to support PLC/PLT work.

The implementation of Professional Learning Teams has been emphasized districtwide as a key strategy for achieving the district mission since 2006-07 (Reichstetter, 2008). The district mission specifies that WCPSS will educate each student to be a responsible and productive citizen, and one of the four strategic directives to accomplish the mission is a focus on learning and teaching. PLTs are seen as key to improving both learning and teaching. A common definition of a PLC was established in the fall of 2006. Discussions of PLCs/PLTs, or work in PLT groups, became a consistent feature of principal and central administrator meetings.

In July 2009 the WCPSS School Board officially endorsed and formalized the PLT concept with Board Policy 3610, which specifies that “every school-based and certified staff member should have equal access to a minimum of one hour for participation in weekly professional learning

teams and to the Board-approved early release days for collaboration and job-embedded professional development.” The policy defines a PLT:

A Professional Learning Team is made up of members who regularly collaborate toward continued improvement in meeting student needs. Using data, professional experience, and best practice, the team works toward realizing a shared vision for a better learning environment. The primary emphasis of this work is on the support of learning and meeting the needs of all students.

To assess PLT status, four districtwide PLT surveys of WCPSS teachers have been conducted. The first districtwide survey, a modified version of one developed by the Indiana-based Solution Tree group, was administered in the middle of the 2006-07 school year to collect baseline data about the educators’ understanding of the PLT concepts, and to determine the extent to which those concepts were being actively practiced within the schools.

The baseline survey was extensively revised in 2007 to better meet High Five districts’ needs. Since then, the same High Five PLT survey has been administered during the 2007-08, 2008-09, and the 2009-10 school years (see Reichstetter, 2008 and Jackl, 2009 for more information).

Schools received individualized reports each year, along with comparable district results. In this report, the most recent 2009-10 survey results are compared with data from the earlier surveys to provide a sense of district changes and trends over time. This comprehensive district report will enable educators to compare individual schools’ trends with system trends over time, which will in turn inform efforts to achieve consistent implementation within the schools.

SUMMARY OF RESULTS

The vast majority of the survey participants responded favorably to all survey items, with the percentage of positive responses increasing from between 66% and 87% in the 2007-08 school year, to 73% and 92% in the 2009-10 school year. As shown in Table 1, the most recent data from 2009-10 revealed strong agreement across all themes. The themes related to focusing on learning and collaborative culture have consistently had the strongest levels of agreement.

Over time, the percentage of respondents who expressed agreement with the PLT survey statements increased from 4 to 7 percentage points within every theme area. The data suggest that the Support and Resource Allocation theme has lagged behind the other themes (positive responses falling between 66% and 73%) over a three year period – although it did tie the Instructional Strategies and Interventions theme for the largest cumulative increase.

Table 1
Overall PLT Survey Results by Theme

Theme	Percent Agree / Strongly Agree			
	2007-08	2008-09	2009-10	Change from 07-08 to 09-10
Focus on Learning and Teaching	85%	87%	90%	5%
Collaborative Culture/Team Process	87%	89%	92%	5%
Instructional Strategy/Intervention	80%	85%	87%	7%
Common Formative Assessments	79%	81%	85%	6%
Support and Resource Allocation	66%	71%	73%	7%
Overall Impact	76%	79%	80%	4%

2007-08 n = 6,858; 2008-09 n = 7,306; 2009-10 n = 7,660

Note: All percentages were rounded to the nearest whole number.

Data Source: WCPSS data analysis of 2007-08, 2008-09, and 2009-10 High Five PLT Surveys

Another important trend over time is that there has been a noticeable increase in the number of teachers marking “strongly agree” as opposed to “agree” on many survey items – signifying a stronger level of agreement regarding the core PLT concepts.

Based on the overall level of positive agreement, the largest changes within each theme over the three-year trend include:

A Focus on Learning:

- Nearly all (91%) teachers have adopted SMART goals and are working to achieve them (+7 percentage points from 2007-08).
- Nearly all (91%) teachers believe that their team’s SMART goals are aligned with their school’s SMART goals (+10 percentage points from 2007-08).

Collaborative Culture: Team Processes:

- Nearly all (96%) teachers believe that their PLT has established norms to clarify how they will work as a team (+4 percentage points from 2007-08).
- Nearly all (93%) teachers abide by the explicit team norms their PLT has developed (+4 percentage points from 2007-08)

- Nearly all (92%) teachers document and monitor their processes so that they can improve (+4 percentage points from 2007-08).

Instructional Strategies and Interventions:

- The vast majority (81%) of teachers utilize a schoolwide pyramid of interventions (+11 percentage points from 2007-08).
- Most (73%) teachers require students in need to participate in other learning opportunities (+8 percentage points from 2007-08).

Common Formative Assessments:

- The vast majority (83%) of teachers examine test results to identify students who need additional support (+4 percentage points from 2007-08).
- More than four-fifths (81%) of the teachers use the results of common formative assessments to evaluate their educational practices (+5 percentage points from 2007-08).
- After peaking in 2008-09, common formative assessments are being administered at less frequent intervals; see Table 13 for details.

Support/Resource Allocation:

- About two-thirds (69%) of the teachers believe that they celebrate their team's progress toward SMART goals (+6 percentage points from 2007-08).
- Slightly more than three-fourths (76%) believe that they receive feedback and support from their leadership (+4 percentage points from 2007-08).

Impact:

- The vast majority (80%) of the teachers feel that they are better teachers because of their PLT work (+3 percentage points from 2007-08).
- Most (78%) teachers believe that their students are learning more because of their PLT work (+3 percentage points from 2007-08).

Meeting Frequency and Length:

- The vast majority (87%) of the teachers reported meeting on a weekly basis (+34 percentage points from 2007-08). Those meeting weekly or daily totaled 89%. Given that the Board policy indicates all teachers should meet at least once a week, an even higher percentage might have been expected. However, teachers were asked to report the meeting frequency of their *primary* PLT. Many teachers belong to more than one PLT, which could explain the

percentage of agreement found. This facet of the analysis is discussed in greater detail in a following section.

- The majority (52%) of teachers reported that their typical PLT meeting lasts more than one hour (+26 percentage points from 2007-08). However, one possible response to the High Five survey item regarding meeting length was “thirty minutes to one hour,” and 47% of the respondents chose this category. This response does encompass the “one hour” meeting time specified by Board policy. Added together, this suggests up to 99% of all teachers reported being in compliance, with only 1% reporting that their typical PLT meeting lasted less than 30 minutes. See Table 8 for additional data.

In summary, most teachers expressed positive agreement with every survey item. A comparison of the survey data over a three-year trend (07-08 to 09-10) suggests that the district has strong implementation, with slow but measurable progress towards full functioning of all components of the model. The areas of Impact and Support/Resource Allocation show the most potential for more consistent implementation.

**WCPSS 2009–10 HIGH FIVE PLT SURVEY RESULTS:
PROFESSIONAL LEARNING TEAM (PLT) IMPLEMENTATION OVER TIME**

PLT SURVEY PARTICIPATION RATES

Response rates for the 2009-10 High Five PLT Survey were high. The electronic survey was made available to all 8,968 teachers working within the district’s schools from November 9 through December 18, 2009. The Evaluation & Research department survey coordinator provided interim return rates to the schools at frequent intervals, although teachers’ individual responses were kept confidential. To increase the response rate, principals were asked to remind their faculties to participate.

Overall, approximately 88% of the district’s teachers voluntarily participated (93% from the elementary schools, 79% from the middle schools, and 87% from the high schools). The exact figures, including the number of respondents in each category, are listed in Table 2. A complete copy of the survey has been included as an appendix of this report.

**Table 2
2009-10 PLT Survey Response Rates**

School Level	Total Teachers	Number of Respondents	Survey Response Rate
Elementary	4,664	4,318	93%
Middle	1,977	1,561	79%
High	2,327	2,031	87%
All	8,968	7,910	88%

Data Sources: WCPSS Human Resources and analysis of High Five 2009-10 PLT Survey data

Note: The “number of respondents” included all respondents who submitted a completed PLT survey.

In some cases, that included small numbers of non-teaching and/or non-professional support staff members.

All percentages were rounded to the nearest whole number.

PLT PARTICIPATION RATES

Of the educators responding to the survey, approximately 99% reported belonging to at least one PLT – up from 92% in 2007-08. More specifically, 94% claimed membership in a school-level PLT, and 5% claimed membership in a district-level PLT. The educators claiming membership in a district-level PLT tended to be more specialized, holding positions such as counselors, social workers, psychologists, etc., requiring them to network with similar professionals in other schools. Since the High Five PLT survey was designed and targeted for classroom teachers instead of staff members employed in supporting services, only staff members who reported membership in a school-level PLT were included in the subsequent analyses. Table 3 lists the relevant PLT participation rates.

Table 3
2009-10 PLT Participation Rates

School Level	Number of Respondents	# in a School-Level PLT	% in a School-Level PLT	# in a District-Level PLT	% in a District-Level PLT	Total PLT Participation %
Elementary	4,318	4,066	94%	200	5%	99%
Middle	1,561	1,459	93%	82	5%	99%
High	2,031	1,901	94%	97	5%	98%
All	7,910	7,426	94%	379	5%	99%

Data Sources: WCPSS Human Resources and analysis of High Five 2009-10 PLT Survey data

Note: All percentages were rounded to the nearest whole number.

PLT TRAINING HOURS

Survey data indicates that the amount of PLT training provided to teachers since September of 2005 varies widely. As Table 4 shows, approximately 30% of all teachers reported that they had not received any PLT training through High Five, while 18% reported that they had not received any district-sponsored PLT training. Conversely, 15% reported that they had received over 16 hours of PLT training through the High Five initiative, while 16% reported that they had received over 16 hours of district-sponsored training.

Table 4
High Five and District Sponsored PLT Training Hours since September of 2005

PLT Training Since 2005	None	1-4 Hours	5-8 Hours	9-12 Hours	13-16 Hours	Over 16 Hours	No Response
High Five Sponsored	30%	20%	14%	10%	6%	15%	5%
Elementary	34%	19%	13%	10%	7%	13%	4%
Middle	29%	20%	15%	10%	5%	16%	4%
High	22%	23%	17%	11%	6%	18%	3%
District Sponsored	18%	28%	19%	11%	5%	16%	4%
Elementary	20%	29%	18%	11%	5%	14%	4%
Middle	14%	27%	19%	12%	5%	19%	4%
High	15%	27%	20%	11%	6%	18%	3%

2009-10 n = Elementary: 4,066; Middle: 1,459; High: 1,901; Total: 7,426

Note: All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: WCPSS data analysis of 2009-10 High Five PLT Survey

To better illuminate the amount of PLT training the district's teachers have received, the data has been disaggregated by years of experience in Tables 5 and 6. Not surprisingly, the data shows that inexperienced teachers are, generally speaking, less likely to have received formal training from any source. Similarly, more experienced teachers reported higher levels of training – from both the High Five initiative and from WCPSS. It is also worth noting that inexperienced teachers are more likely to have received PLT training sponsored by the district, as opposed to PLT training sponsored by High Five (which has become less available over time).

Table 5
High Five PLT Training Hours since September of 2005 by Years of Experience

High Five Sponsored PLT Training Since 2005	None	1-4 hours	5-8 hours	9-12 hours	13-16 hours	Over 16 hours	No Response
Elementary							
1-2 years	54%	21%	7%	4%	4%	5%	5%
3-4 years	38%	21%	13%	8%	4%	11%	5%
5-10 years	31%	22%	16%	9%	6%	13%	4%
11-20 years	26%	19%	15%	12%	8%	17%	3%
More than 20 years	22%	19%	15%	11%	8%	21%	5%
Middle							
1-2 years	49%	28%	7%	3%	4%	5%	3%
3-4 years	41%	20%	10%	5%	1%	14%	8%
5-10 years	30%	19%	16%	10%	5%	13%	6%
11-20 years	27%	19%	17%	11%	6%	17%	3%
More than 20 years	20%	21%	15%	15%	6%	21%	2%
High							
1-2 years	51%	20%	11%	6%	5%	4%	3%
3-4 years	35%	23%	12%	7%	6%	13%	3%
5-10 years	23%	24%	22%	10%	5%	14%	3%
11-20 years	15%	26%	15%	14%	7%	21%	2%
More than 20 years	15%	20%	16%	11%	7%	25%	5%

2009-10 n = Elementary: 4,066; Middle: 1,459; High: 1,901; Total: 7,426

Note: All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: WCPSS data analysis of 2009-10 High Five PLT Survey

Table 6
District Sponsored PLT Training Hours since September of 2005 by Years of Experience

District Sponsored PLT Training Since 2005	None	1-4 hours	5-8 hours	9-12 hours	13-16 hours	Over 16 hours	No Response
Elementary							
1-2 years	36%	34%	14%	6%	1%	4%	4%
3-4 years	23%	31%	19%	9%	4%	10%	4%
5-10 years	21%	30%	18%	10%	5%	12%	4%
11-20 years	17%	27%	19%	13%	7%	16%	2%
More than 20 years	16%	25%	18%	11%	6%	21%	3%
Middle							
1-2 years	49%	28%	7%	3%	4%	5%	3%
3-4 years	41%	20%	10%	5%	1%	14%	8%
5-10 years	30%	19%	16%	10%	5%	13%	6%
11-20 years	27%	19%	17%	11%	6%	17%	3%
More than 20 years	20%	21%	15%	15%	6%	21%	2%
High							
1-2 years	40%	28%	12%	8%	3%	3%	5%
3-4 years	20%	31%	19%	8%	2%	16%	4%
5-10 years	15%	30%	21%	11%	5%	17%	2%
11-20 years	14%	26%	21%	13%	7%	18%	1%
More than 20 years	11%	20%	23%	11%	9%	22%	3%

2009-10 n = Elementary: 4,066; Middle: 1,459; High: 1,901; Total: 7,426

Note: All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: WCPSS data analysis of 2009-10 High Five PLT Survey

PLT MEETING FREQUENCY AND LENGTH

The percentage of teachers indicating they met in their primary PLT at least weekly increased substantially from 2007-08 and 2008-09 to 2009-10. The percentage of teachers meeting at least weekly increased from just over half (56% and 55%) in 2007-08 and 2008-09 to 89% in 2009-10. This was the largest increase for any item on the High Five PLT Survey.

Since the Board policy dictates that “every school-based certified staff member should have equal access to a minimum of one hour for participation in weekly professional learning teams,” one might expect that figure to be closer to 100 percent. However, it is important to remember that a teacher could easily belong to more than one PLT. In that event the teacher was directed to answer questions pertaining to his or her *primary* PLT.

To clarify, a 7th-grade Language Arts teacher may collaborate with his or her *Language Arts PLT* on the first and third Wednesdays of the month, whereas the same teacher would collaborate with his or her *Seventh Grade PLT* on the second and fourth Wednesdays of the month. The 2009-10

High Five survey was not designed to collect data about any activities beyond the teachers’ primary PLT, but that issue can be addressed in future survey administrations.

Table 7
2007-08 to 2009-10 PLT Meeting Frequency

Statement	School Year	Daily	Weekly	Monthly	Quarterly	Twice a Month	None	No Response
My PLC typically meets:	2007-08	3%	53%	20%	4%	20%	1%	0%
	2008-09	2%	53%	20%	3%	20%	0%	2%
	2009-10	2%	87%	4%	0%	6%	0%	0%
Change from 07-08 to 09-10:		-1%	34%	-16%	-4%	-14%	-1%	0%
Elementary	2009-10	1%	90%	4%	0%	4%	0%	0%
Middle	2009-10	3%	85%	5%	0%	7%	0%	0%
High	2009-10	2%	86%	3%	0%	8%	0%	0%

2007-08 n = 6,858

2008-09 n = 7,306

2009-10 n = Elementary: 4,066; Middle: 1,459; High: 1,901; Total: 7,426

Note: All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: WCPSS data analysis of 2007-08, 2008-09, and 2009-10 High Five PLT Surveys

The wording on the High Five survey item concerning the length of a typical PLT meeting was kept the same to allow comparisons over time. However, it is not ideal for measuring the extent to which PLTs met “at least one hour” because the categories were “less than 30 minutes,” “30 minutes to one hour,” and “more than one hour.” Thus, a one hour meeting time (as expected in the Board policy) fit within the 30-60 minute category. Results suggest a substantial shift in responses to longer typical meeting times:

- The most typical response moved from 30 minutes to one hour in 2007-08 and 2008-09 to more than one hour in 2009-10.
- The percentage of teachers indicating their meetings typically lasted more than one hour doubled from 26% to 52% between 2007-08 and 2009-10.
- The percentage of teachers indicating their meetings lasted 30-60 minutes, or more than one hour, totaled 98% in 2009-10, compared to 90% in 2007-08.

As Table 8 illustrates, Board policy 3610 appears to have dramatically impacted the amount of time staff devote to PLT activities.

Table 8
PLT Meeting Length 2007-08 to 2009-10

Statement	School Year	Less than 30 Minutes	Thirty Minutes to One Hour	More than One Hour	No Response
The length of a typical PLT meeting is:	2007-08	10%	64%	26%	0%
	2008-09	8%	63%	28%	1%
	2009-10	1%	47%	52%	1%
Change from 07-08 to 09-10:		-9%	-17%	26%	1%
Elementary	2009-10	0%	42%	57%	0%
Middle	2009-10	1%	54%	45%	0%
High	2009-10	1%	53%	46%	0%

2007-08 n = 6,858

2008-09 n = 7,306

2009-10 n = Elementary: 4,066; Middle: 1,459; High: 1,901; Total: 7,426

Note: All percentages were rounded to the nearest whole number; consequently, totals may not equal 100 percent in all cases.

Data Source: WCPSS data analysis of 2007-08, 2008-09, and 2009-10 High Five PLT Surveys

RESULTS BY THEME

The High Five PLT survey was organized around six themes: a focus on learning and teaching, a collaborative team culture, effective instructional strategies and interventions, implementation of common formative assessments, the team's impact on learning, and support/resource allocation. For clarity, these survey results were organized and presented using these six categories:

1. The first theme, a focus on learning, asked five questions pertaining to the team's shared goals and common vision. The first three questions addressed essential learning outcomes, the educators' faith in the students' ability to master those outcomes, and the strength of the team's agreement to use identical standards in assessing learning outcomes. This category also includes the team's adoption of strategic and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals that are aligned with the school's SMART goals.
2. The second theme, collaborative cultures/team processes, asked six questions about team dynamics. These include establishing and abiding by explicit team norms, being open and honest with fellow team members, and having a process to effectively resolve conflict. Furthermore, questions were asked about the team's decision-making processes, documentation and monitoring, and gathering evidence to support effective instructional practices.
3. The third theme, instructional strategies and interventions, sought to ascertain the extent to which PLT team members were working together to identify and implement effective instructional strategies targeted at the team's essential learning outcomes. Questions were also asked whether the team employed a schoolwide intervention pyramid, and whether struggling students were being required to participate in additional learning opportunities.
4. The fourth theme, common formative assessments, included questions asking whether common formative assessments had been developed, whether the assessments were aligned

to the team's essential learning outcomes, and whether the assessments were being used to evaluate teaching practices and/or identify the students in need of remediation. Teachers were also asked to report the frequency with which the assessments were being routinely administered.

5. The fifth theme dealt with the overall impact of the PLT effort. The survey asked whether PLT participation was saving the teacher time, providing a more supportive professional environment, improving his or her job performance, and increasing overall student achievement.
6. The sixth and final theme documented the team's level of support and the availability of resources. More specifically, the teachers were asked whether they received feedback and support from the administration, and whether the school celebrated the team's progress towards the implementation of PLT concepts and/or progress towards the school's universal SMART goals for student achievement.

The following tables explain the survey results in greater detail. Please note that in this analysis survey items were coded as a negative response if the teacher reported that he or she "did not understand" the question and/or chose to omit the survey item entirely. Even so, the survey results remained overwhelmingly positive.

A FOCUS ON LEARNING AND TEACHING

Table 9 documents the PLT survey responses to the "focus" area theme discussed above. While most of the survey items remained relatively stable over a three-year period in terms of the percentage of respondents with positive responses, there was a seven to ten point increase in the percentage of positive responses regarding the use of SMART goals. The data suggest that more PLTs are adopting the practice of establishing SMART goals (+7 percentage points), and that PLTs are making a more focused effort to ensure that their SMART goals are aligned with those established for their school (+10 percentage points). When asked if their team's SMART goals were aligned with their school's goals, elementary teachers expressed the highest level of positive agreement (93%), followed by high (91%) and middle (86%) school teachers.

When disaggregated by school level, elementary teachers were more confident that their students could master essential learning outcomes (88%), compared to middle (83%) or high (79%) school teachers. Similarly, when asked if team-adopted standards were used to assess learning, the elementary teachers returned the highest level of agreement (90%), followed by the high (88%) and middle (84%) school teachers.

Another notable three-year trend is that the level of positive agreement increased throughout the entire theme, with the percentage of teachers choosing "strongly agree" over "agree" rising between two and 11 percentage points for every item.

Table 9
PLT Survey Responses to Focus-Area Questions, 2007-08 to 2009-10

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We have identified essential learning outcomes.	2007-08	35%	58%	5%	1%	1%	93%	7%
	2008-09	41%	52%	4%	1%	1%	93%	6%
	2009-10	41%	52%	4%	2%	1%	93%	7%
Change from 2007-08 to 2009-10:		6%	-6%	-1%	1%	0%	0%	0%
Elementary	2009-10	42%	52%	4%	1%	1%	94%	6%
Middle	2009-10	37%	56%	4%	2%	1%	93%	7%
High	2009-10	44%	50%	4%	1%	1%	94%	6%
We believe our students can master these outcomes.	2007-08	24%	60%	14%	2%	1%	84%	17%
	2008-09	28%	58%	12%	2%	1%	86%	15%
	2009-10	26%	58%	13%	2%	1%	84%	16%
Change from 2007-08 to 2009-10:		2%	-2%	-1%	0%	0%	0%	-1%
Elementary	2009-10	29%	59%	11%	1%	1%	88%	13%
Middle	2009-10	23%	60%	14%	2%	1%	83%	17%
High	2009-10	22%	57%	18%	3%	1%	79%	22%
We use team-adopted standards to assess learning.	2007-08	32%	54%	12%	2%	1%	86%	15%
	2008-09	36%	50%	10%	2%	2%	86%	14%
	2009-10	35%	53%	9%	2%	2%	88%	13%
Change from 2007-08 to 2009-10:		3%	-1%	-3%	0%	1%	2%	-2%
Elementary	2009-10	37%	53%	7%	1%	1%	90%	9%
Middle	2009-10	29%	55%	12%	3%	2%	84%	17%
High	2009-10	38%	50%	9%	2%	1%	88%	12%
We have adopted SMART goals that we are working to achieve.	2007-08	29%	55%	12%	2%	2%	84%	16%
	2008-09	35%	51%	10%	1%	3%	86%	14%
	2009-10	39%	52%	6%	1%	1%	91%	8%
Change from 2007-08 to 2009-10:		10%	-3%	-6%	-1%	-1%	7%	-8%
Elementary	2009-10	42%	51%	5%	1%	1%	93%	7%
Middle	2009-10	32%	57%	9%	1%	1%	89%	11%
High	2009-10	41%	51%	6%	1%	1%	92%	8%
Our SMART goals are aligned to our school's SMART goals.	2007-08	29%	52%	11%	2%	6%	81%	19%
	2008-09	35%	49%	9%	1%	7%	84%	17%
	2009-10	40%	51%	5%	1%	3%	91%	9%
Change from 2007-08 to 2009-10:		11%	-1%	-6%	-1%	-3%	10%	-10%
Elementary	2009-10	43%	50%	4%	1%	2%	93%	7%
Middle	2009-10	33%	53%	9%	1%	4%	86%	14%
High	2009-10	42%	49%	5%	1%	3%	91%	9%

Note: 1. The “% Negative” includes all respondents who omitted the question and/or failed to indicate a positive response.

2. All percentages were rounded to the nearest whole number; consequently, totals may not equal 100% in all cases.

Data Source: WCPSS data analysis of High Five 2007-08, 2008-09, and 2009-10 PLT Surveys

COLLABORATIVE CULTURE AND TEAM PROCESSES

The section of the survey pertaining to the PLT team’s collaborative culture and team processes was the longest, and the results of those survey items are shown in Tables 10 and 11. This is because the PLT initiative, in itself, represents a major paradigm shift from individual efforts to a cooperative team concept requiring education professionals to work together toward a common purpose – all while simultaneously learning together and continually improving (DuFour & Eaker, 1998).

Table 10 contains the PLT survey responses to the first three “collaboration” theme questions. Overall, 90% or more of the respondents expressed some level of agreement with each survey statement, and the percentage of teachers indicating that they “strongly agree” with each statement increased from seven to 12 percentage points over the three-year trend.

**Table 10
PLT Survey Responses to Collaboration-Area Questions, Part I, 2007-08 to 2009-10**

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We have established norms to clarify how we will work as a team.	2007-08	42%	50%	7%	1%	0%	92%	8%
	2008-09	48%	46%	4%	1%	1%	94%	6%
	2009-10	54%	42%	3%	1%	1%	96%	4%
Change from 2007-08 to 2009-10:		12%	-8%	-4%	0%	1%	4%	-4%
Elementary	2009-10	57%	40%	2%	0%	0%	97%	2%
Middle	2009-10	50%	45%	4%	1%	1%	95%	5%
High	2009-10	55%	41%	3%	1%	1%	96%	4%
We abide by the explicit team norms we developed.	2007-08	32%	57%	9%	1%	1%	89%	10%
	2008-09	38%	53%	7%	1%	2%	91%	9%
	2009-10	43%	50%	5%	1%	1%	93%	6%
Change from 2007-08 to 2009-10:		11%	-7%	-4%	0%	0%	4%	-4%
Elementary	2009-10	44%	50%	5%	1%	1%	94%	6%
Middle	2009-10	40%	52%	6%	1%	1%	92%	7%
High	2009-10	44%	48%	6%	1%	1%	92%	7%
We use sound, structured decision-making processes.	2007-08	40%	54%	5%	1%	0%	94%	5%
	2008-09	45%	48%	5%	1%	2%	93%	7%
	2009-10	47%	47%	3%	1%	1%	94%	4%
Change from 2007-08 to 2009-10:		7%	-7%	-2%	0%	1%	0%	-1%
Elementary	2009-10	48%	47%	3%	1%	1%	95%	4%
Middle	2009-10	45%	49%	4%	1%	1%	94%	5%
High	2009-10	50%	44%	3%	1%	2%	94%	5%

Note: 1. The “% Negative” includes all respondents who omitted the question and/or failed to indicate a positive response.
 2. All percentages were rounded to the nearest whole number; consequently, totals may not equal 100% in all cases.
 Data Source: WCPSS data analysis of High Five 2007-08, 2008-09, and 2009-10 PLT Surveys

Table 11 documents results of the last four collaboration-themed survey items. For these items, over 82% of the overall responses remained positive in 2009-10. Over the three-year trend, the percentage of teachers who indicated that they “strongly agree” with the statements increased between two and eight percentage points.

When asked if the team systematically gathered evidence concerning instructional strategies, elementary teachers expressed the highest level of positive level of agreement (90%), followed by middle (87%) and high (84%) school teachers.

Table 11
PLT Survey Responses to Collaboration-Area Questions, Part II, 2007-08 to 2009-10

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We are open and honest about strengths and weaknesses.	2007-08	40%	50%	8%	2%	0%	90%	8%
	2008-09	44%	46%	6%	2%	1%	90%	7%
	2009-10	45%	45%	7%	2%	1%	90%	8%
Change from 2007-08 to 2009-10:		5%	-5%	-1%	0%	1%	0%	0%
Elementary	2009-10	44%	46%	7%	1%	1%	90%	8%
Middle	2009-10	44%	47%	7%	1%	1%	91%	8%
High	2009-10	50%	40%	6%	2%	1%	90%	7%
We have a process to effectively resolve conflict.	2007-08	26%	53%	17%	2%	1%	79%	18%
	2008-09	30%	51%	15%	2%	2%	81%	17%
	2009-10	28%	54%	14%	2%	2%	82%	16%
Change from 2007-08 to 2009-10:		2%	1%	-3%	0%	1%	3%	-2%
Elementary	2009-10	28%	55%	14%	1%	2%	83%	16%
Middle	2009-10	28%	53%	15%	1%	2%	81%	17%
High	2009-10	32%	51%	13%	2%	2%	83%	15%
We document and monitor our processes so that we can improve.	2007-08	30%	58%	10%	1%	0%	88%	10%
	2008-09	36%	52%	8%	1%	2%	88%	10%
	2009-10	38%	54%	6%	1%	1%	92%	7%
Change from 2007-08 to 2009-10:		8%	-4%	-4%	0%	1%	4%	-3%
Elementary	2009-10	39%	54%	5%	1%	1%	93%	6%
Middle	2009-10	35%	56%	8%	1%	1%	91%	9%
High	2009-10	41%	52%	5%	1%	1%	93%	6%
We systematically gather evidence concerning instructional strategies.	2007-08	27%	57%	14%	2%	1%	84%	15%
	2008-09	32%	52%	12%	1%	2%	84%	14%
	2009-10	31%	56%	10%	1%	1%	87%	11%
Change from 2007-08 to 2009-10:		4%	-1%	-4%	-1%	0%	3%	-4%
Elementary	2009-10	35%	55%	8%	1%	1%	90%	9%
Middle	2009-10	26%	61%	11%	1%	1%	87%	12%
High	2009-10	29%	55%	13%	2%	1%	84%	14%

Note: 1. The “% Negative” includes all respondents who omitted the question and/or failed to indicate a positive response.
 2. All percentages were rounded to the nearest whole number; consequently, totals may not equal 100% in all cases.
 Data Source: WCPSS data analysis of High Five 2007-08, 2008-09, and 2009-10 PLT Surveys

INSTRUCTIONAL STRATEGIES AND INTERVENTIONS

The third PLT survey theme, instructional strategies and interventions, was focused on the extent to which PLT team members were working together to identify and implement effective instructional strategies directly targeted at the team's essential learning outcomes. For example, aligning instruction with learning outcomes is a fundamental instructional strategy; without this, many other educational objectives would be unreachable. WCPSS teachers have consistently indicated that this alignment is being facilitated within their PLT teams, with at least 93% of survey respondents expressing some degree of agreement to this survey item throughout the 2007-08 to 2009-10 school years.

Broadly speaking, the percentage of positive responses to this theme increased between one and 11 percentage points across the three-year period. It is also worth noting that the percentage of teachers indicating that they "strongly agree" with each item also increased consistently, with those increases ranging from four to six percentage points throughout the entire theme.

In 2007-08 only 70% of teachers responded positively when asked if they utilized a "schoolwide pyramid of interventions." The percentage of positive responses increased by 11 percentage points over the three-year trend, with 81% indicating positive agreement in 2009-10. In this case the responses showed abnormal variance when disaggregated by school level; the vast majority (86%) of elementary teachers responded positively, followed by high (79%) and middle (72%) school teachers.

Responses to the survey item asking if teachers "require students in need to participate in other learning opportunities" were less positive than those of other questions, yet still showed noticeable improvement. Collectively, 65% of the 2007-08 respondents expressed agreement with the survey item, which has increased by eight percentage points over the three-year trend. It is worth noting that the level of positive agreement varied more than other items when the responses were disaggregated by school level. Elementary teachers were most likely to express agreement (81%), followed by high (65%) and middle (64%) school teachers. Table 12 documents the survey responses pertaining to this theme in greater detail.

Table 12
PLT Survey Responses to Strategies-and-Interventions-Area Questions, 2007-08 to 2009-10

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We have worked to align our instruction with learning outcomes.	2007-08	38%	55%	5%	1%	0%	93%	6%
	2008-09	43%	50%	4%	1%	2%	93%	7%
	2009-10	43%	51%	4%	1%	1%	94%	6%
Change from 2007-08 to 2009-10:		5%	-4%	-1%	0%	1%	1%	0%
Elementary	2009-10	45%	51%	3%	0%	1%	96%	4%
Middle	2009-10	41%	52%	5%	1%	2%	93%	8%
High	2009-10	45%	49%	4%	1%	1%	94%	6%
We are identifying more effective instructional strategies.	2007-08	33%	57%	8%	1%	0%	90%	9%
	2008-09	38%	53%	6%	1%	2%	91%	9%
	2009-10	38%	54%	6%	1%	1%	92%	8%
Change from 2007-08 to 2009-10:		5%	-3%	-2%	0%	1%	2%	-1%
Elementary	2009-10	40%	54%	5%	0%	0%	94%	5%
Middle	2009-10	36%	55%	7%	1%	1%	91%	9%
High	2009-10	39%	53%	7%	1%	1%	92%	9%
We utilize increasingly more effective instructional strategies.	2007-08	29%	59%	10%	1%	1%	88%	12%
	2008-09	34%	55%	7%	1%	3%	89%	11%
	2009-10	33%	57%	7%	1%	2%	90%	10%
Change from 2007-08 to 2009-10:		4%	-2%	-3%	0%	1%	2%	-2%
Elementary	2009-10	35%	57%	6%	0%	1%	92%	7%
Middle	2009-10	29%	60%	8%	1%	2%	89%	11%
High	2009-10	33%	55%	9%	1%	1%	88%	11%
We utilize the schoolwide pyramid of interventions.	2007-08	19%	51%	18%	3%	10%	70%	31%
	2008-09	26%	53%	12%	2%	7%	79%	21%
	2009-10	25%	56%	11%	2%	6%	81%	19%
Change from 2007-08 to 2009-10:		6%	5%	-7%	-1%	-4%	11%	-12%
Elementary	2009-10	29%	57%	7%	1%	5%	86%	13%
Middle	2009-10	18%	54%	17%	2%	9%	72%	28%
High	2009-10	24%	55%	14%	2%	5%	79%	21%
We require students in need to participate in other learning opportunities.	2007-08	19%	46%	28%	4%	2%	65%	34%
	2008-09	25%	47%	21%	3%	4%	72%	28%
	2009-10	24%	49%	21%	3%	3%	73%	27%
Change from 2007-08 to 2009-10:		5%	3%	-7%	-1%	1%	8%	-7%
Elementary	2009-10	29%	52%	14%	2%	3%	81%	19%
Middle	2009-10	17%	47%	28%	5%	3%	64%	36%
High	2009-10	20%	45%	28%	4%	2%	65%	34%

Note: 1. The “% Negative” includes all respondents who omitted the question and/or failed to indicate a positive response.
 2. All percentages were rounded to the nearest whole number; consequently, totals may not equal 100% in all cases.
 Data Source: WCPSS data analysis of High Five 2007-08, 2008-09, and 2009-10 PLT Surveys

COMMON FORMATIVE ASSESSMENTS

The fourth theme encompasses common formative assessments, whose results should be consistently shared and analyzed by all PLT team members (Langston, 2006). This aspect of instruction is also vital for successful PLT implementation. Therefore, instructional staff members were asked to report the frequency with which the common assessments were being routinely administered; those results are reported in Table 13.

The data suggest that common assessments are being administered on a less frequent basis after peaking in the 2008-09 school year. Over a three year period, the number of teachers reporting that common formative assessments were administered every three weeks and every six weeks has dropped by 17 and 12 percentage points, respectively. Conversely, the number of teachers reporting that the assessments were administered once a quarter increased by 29 percentage points, and those administering the assessments once a semester increased by 11 percentage points.

Table 13
Frequency of Common Formative Assessments, 2007-08 to 2009-10

Statement	School Year	Once Every 3 Weeks	Once Every 6 Weeks	Once a Quarter	Once a Semester	Not at All	No Response
As a PLT, we administered Common Formative Assessments:	2007-08	38%	16%	20%	5%	17%	5%
	2008-09	45%	17%	22%	4%	10%	4%
	2009-10	21%	4%	49%	16%	9%	2%
Change from 07-08 to 09-10:		-17%	-12%	29%	11%	-8%	-3%
Elementary	2009-10	24%	3%	48%	17%	7%	2%
Middle	2009-10	19%	4%	49%	15%	12%	1%
High	2009-10	15%	6%	53%	15%	10%	1%

Note: All percentages were rounded to the nearest whole number; consequently, totals may not equal 100% in all cases.
Data Source: WCPSS data analysis of High Five 2007-08, 2008-09, and 2009-10 PLT Surveys

Table 14 presents the responses to the PLT survey items pertaining to common formative assessments in tabular form. Thematically speaking, the most recent 2009-10 data show that the percentage of teachers with positive responses to the formative assessment items ranged from a low of 81% regarding the evaluation of instructional practices based on results to a high of 88% for alignment of common formative assessments with learning outcomes.

Collectively, the items showed an increase in positive responses of three to five percentage points over a three-year period. Furthermore, the percentage of teachers indicating that they “strongly agree” with each survey item increased between three and five percentage points over the same period.

Two of the items within this theme showed noteworthy variance when the survey results were disaggregated by school level. When asked if common formative assessments were used to identify students who need additional support, the elementary teachers indicated the highest level

of agreement (88%), followed by high (79%) and middle (78%) school teachers. Similarly, when teachers were asked if they used the assessment results to evaluate their instructional practices, elementary teachers again returned the highest level of agreement (84%), followed by 77% from both the middle and high school teachers.

Table 14
PLT Survey Responses to Assessment-Area Questions, 2007-08 to 2009-10

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We have developed common formative assessments using different approaches.	2007-08	28%	53%	16%	2%	1%	81%	19%
	2008-09	32%	49%	14%	2%	3%	81%	19%
	2009-10	32%	52%	12%	2%	2%	84%	16%
Change from 2007-08 to 2009-10:		4%	-1%	-4%	0%	1%	3%	-3%
Elementary	2009-10	32%	54%	11%	1%	2%	86%	14%
Middle	2009-10	31%	51%	13%	2%	2%	82%	17%
High	2009-10	35%	49%	12%	2%	2%	84%	16%
We aligned our common formative assessments to learning outcomes.	2007-08	30%	55%	13%	1%	1%	85%	15%
	2008-09	34%	51%	11%	1%	4%	85%	16%
	2009-10	34%	54%	9%	1%	2%	88%	12%
Change from 2007-08 to 2009-10:		4%	-1%	-4%	0%	1%	3%	-3%
Elementary	2009-10	34%	55%	9%	1%	2%	89%	12%
Middle	2009-10	30%	55%	11%	2%	3%	85%	16%
High	2009-10	38%	50%	9%	1%	2%	88%	12%
We examine results to identify students who need additional support.	2007-08	25%	54%	19%	2%	1%	79%	22%
	2008-09	30%	50%	15%	2%	4%	80%	21%
	2009-10	30%	53%	13%	2%	2%	83%	17%
Change from 2007-08 to 2009-10:		5%	-1%	-6%	0%	1%	4%	-5%
Elementary	2009-10	34%	54%	9%	1%	2%	88%	12%
Middle	2009-10	23%	55%	17%	3%	3%	78%	23%
High	2009-10	27%	52%	17%	2%	2%	79%	21%
We examine results to evaluate our instructional practices.	2007-08	23%	53%	21%	2%	1%	76%	24%
	2008-09	27%	50%	17%	2%	4%	77%	23%
	2009-10	26%	55%	15%	2%	2%	81%	19%
Change from 2007-08 to 2009-10:		3%	2%	-6%	0%	1%	5%	-5%
Elementary	2009-10	28%	56%	13%	1%	2%	84%	16%
Middle	2009-10	21%	56%	18%	2%	3%	77%	23%
High	2009-10	25%	52%	18%	2%	2%	77%	22%

Note: 1. The “% Negative” includes all respondents who omitted the question and/or failed to indicate a positive response.
 2. All percentages were rounded to the nearest whole number; consequently, totals may not equal 100% in all cases.
 Data Source: WCPSS data analysis of High Five 2007-08, 2008-09, and 2009-10 PLT Surveys

SUPPORT AND RESOURCE ALLOCATION

Another theme documented the PLT teams’ level of support and the availability of resources. As Table 15 shows, the percentage of positive responses to these survey items has increased between three and six percentage points per item since 2007-08, with the number of negative responses declining across all survey items. However, this theme still had the lowest percentage of positive responses, with 73% agreement overall in 2009-10 (see Table 1).

**Table 15
PLT Survey Responses to Support-Area Questions, 2007-08 to 2009-10**

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
We receive feedback and support from our leadership.	2007-08	18%	54%	21%	5%	1%	72%	27%
	2008-09	23%	53%	18%	3%	3%	76%	24%
	2009-10	21%	55%	17%	4%	2%	76%	23%
Change from 2007-08 to 2009-10:		3%	1%	-4%	-1%	1%	4%	-4%
Elementary	2009-10	24%	57%	14%	3%	2%	81%	19%
Middle	2009-10	16%	55%	21%	5%	2%	71%	28%
High	2009-10	19%	53%	21%	5%	2%	72%	28%
My school celebrates team progress toward implementing our PLCs.	2007-08	17%	51%	24%	5%	2%	68%	31%
	2008-09	21%	50%	22%	4%	4%	71%	30%
	2009-10	19%	52%	21%	4%	4%	71%	29%
Change from 2007-08 to 2009-10:		2%	1%	-3%	-1%	2%	3%	-2%
Elementary	2009-10	21%	52%	21%	3%	3%	73%	27%
Middle	2009-10	13%	53%	24%	5%	5%	66%	34%
High	2009-10	20%	52%	19%	5%	4%	72%	28%
My school celebrates team progress toward SMART goals.	2007-08	15%	48%	26%	5%	6%	63%	37%
	2008-09	19%	48%	22%	3%	7%	67%	32%
	2009-10	17%	52%	22%	4%	5%	69%	31%
Change from 2007-08 to 2009-10:		2%	4%	-4%	-1%	-1%	6%	-6%
Elementary	2009-10	19%	53%	21%	3%	4%	72%	28%
Middle	2009-10	13%	50%	25%	5%	7%	63%	37%
High	2009-10	19%	53%	20%	4%	4%	72%	28%

Note: 1. The “% Negative” includes all respondents who omitted the question and/or failed to indicate a positive response.

2. All percentages were rounded to the nearest whole number; consequently, totals may not equal 100% in all cases.

Data Source: WCPSS data analysis of High Five 2007-08, 2008-09, and 2009-10 PLT Surveys

OVERALL IMPACT

The final theme addressed the overall impact of the PLT effort on instructional effectiveness. While most items on the survey addressed the implementation of PLTs, this theme focused on perceptions of the impact PLTs might have on teachers’ effectiveness and students’ achievement. As shown in Table 16, the percentage of teachers with positive responses ranged from 68% to 92% across these survey items.

It is worth noting that:

- Nearly all teachers (92%) believe that PLTs provide a more supportive environment for teachers.
- Somewhat fewer – but still the vast majority – believe that PLTs make them a better teacher (80%) and that their students are learning more because of their PLT work (78%).
- Just over two-thirds believe PLTs will save them time overall. Although time savings is not a primary objective of PLT work, its benefits are obvious.

Here again, notable variance was found when the data was disaggregated by school level. When asked if they were a better teacher because of their PLT work, 83% of the elementary teachers indicated positive agreement – followed by 79% of middle and 77% of high school teachers. Similarly, most elementary teachers (81%) agreed or strongly agreed that their students were learning more because of the PLT work, followed by the middle (75%) and high (73%) school teachers. This pattern also repeats itself when teachers were asked if time spent with their PLT will save them time overall. Again, elementary teachers were the most positive with 70% indicating some level of agreement, followed by the middle (67%) and high (65%) school teachers.

Tables 17 and 18 disaggregate the impact-area survey items by grade level and years of experience. Here the data matrix becomes more complex, but some interesting patterns do emerge. As a general rule, new teachers (1-2 years of experience) have more positive attitudes towards PLT work than veteran teachers (20+ years of experience). But a careful look at the data reveals another phenomenon. In many cases, the new teachers and the veteran teachers are more likely to express positive agreement with impact-area questions than teachers in the middle of their careers. In other words, the level of positive agreement about PLT impact is often high among teachers with 1-2 years of experience. However, it is not unusual for the level of positive agreement to “dip” between 3-20 years of experience, before rebounding after the teacher passes the 20 year mark.

Again, it is important to emphasize that this is not a “hard and fast” rule; exceptions are evident. But the pattern is apparent in most cases, and it remains true for the elementary, middle, and high school grade levels. More research may be warranted to better understand this shift in teachers’ attitudes and perceptions.

Table 16
PLT Survey Responses to Impact-Area Questions, 2007-08 to 2009-10

Statement	School Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
I am a better teacher because of my work with my PLT.	2007-08	22%	55%	17%	5%	1%	77%	23%
	2008-09	27%	52%	14%	4%	2%	79%	20%
	2009-10	29%	51%	15%	4%	2%	80%	21%
Change from 2007-08 to 2009-10:		7%	-4%	-2%	-1%	1%	3%	-2%
Elementary	2009-10	29%	54%	13%	3%	1%	83%	17%
Middle	2009-10	27%	52%	15%	5%	1%	79%	21%
High	2009-10	32%	45%	16%	6%	2%	77%	24%
My students are learning more because of my work with my PLT.	2007-08	20%	55%	20%	4%	1%	75%	25%
	2008-09	25%	51%	18%	3%	3%	76%	24%
	2009-10	27%	51%	17%	4%	2%	78%	23%
Change from 2007-08 to 2009-10:		7%	-4%	-3%	0%	1%	3%	-2%
Elementary	2009-10	28%	53%	15%	3%	1%	81%	19%
Middle	2009-10	24%	51%	18%	5%	1%	75%	24%
High	2009-10	28%	45%	20%	5%	2%	73%	27%
PLTs can provide a more supportive environment for teachers.	2007-08	34%	58%	6%	2%	0%	92%	8%
	2008-09	39%	53%	5%	2%	2%	92%	9%
	2009-10	40%	52%	5%	2%	1%	92%	8%
Change from 2007-08 to 2009-10:		6%	-6%	-1%	0%	1%	0%	0%
Elementary	2009-10	41%	52%	5%	1%	1%	93%	7%
Middle	2009-10	36%	55%	5%	3%	1%	91%	9%
High	2009-10	43%	48%	5%	2%	1%	91%	8%
Time spent with my PLT will save me time overall.	2007-08	21%	47%	24%	8%	1%	68%	33%
	2008-09	25%	44%	22%	7%	3%	69%	32%
	2009-10	27%	41%	22%	8%	2%	68%	32%
Change from 2007-08 to 2009-10:		6%	-6%	-2%	0%	1%	0%	-1%
Elementary	2009-10	27%	43%	22%	7%	1%	70%	30%
Middle	2009-10	24%	43%	21%	9%	1%	67%	31%
High	2009-10	29%	36%	23%	11%	1%	65%	35%

Note: 1. The “% Negative” includes all respondents who omitted the question and/or failed to indicate a positive response.
 2. All percentages were rounded to the nearest whole number; consequently, totals may not equal 100% in all cases.
 Data Source: WCPSS data analysis of High Five 2007-08, 2008-09, and 2009-10 PLT Surveys

Table 17
PLT Survey Responses to Impact-Area Questions, 2007-08 to 2009-10

Statement	Teacher Experience	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
I am a better teacher because of my work with my PLT.	Elementary							
	1-2 years	34%	55%	9%	1%	1%	89%	11%
	3-4 years	29%	56%	12%	2%	1%	85%	15%
	5-10 years	28%	53%	14%	4%	1%	81%	19%
	11-20 years	26%	55%	15%	3%	1%	81%	19%
	More than 20 years	29%	55%	13%	3%	1%	84%	16%
	Middle							
	1-2 years	34%	53%	9%	2%	2%	87%	13%
	3-4 years	27%	51%	18%	3%	0%	78%	22%
	5-10 years	29%	50%	16%	5%	1%	78%	22%
	11-20 years	23%	54%	16%	5%	2%	77%	23%
	More than 20 years	26%	55%	13%	5%	1%	81%	19%
	High							
	1-2 years	46%	37%	9%	5%	3%	83%	17%
	3-4 years	38%	43%	13%	4%	2%	81%	19%
	5-10 years	32%	43%	18%	6%	1%	74%	26%
	11-20 years	32%	47%	15%	5%	2%	79%	21%
More than 20 years	27%	45%	19%	7%	2%	72%	28%	
My students are learning more because of my work with my PLT.	Elementary							
	1-2 years	31%	55%	12%	1%	1%	86%	14%
	3-4 years	29%	55%	14%	2%	0%	84%	16%
	5-10 years	28%	51%	16%	3%	1%	80%	20%
	11-20 years	26%	54%	15%	3%	1%	81%	19%
	More than 20 years	28%	55%	14%	3%	1%	83%	17%
	Middle							
	1-2 years	30%	54%	12%	3%	1%	84%	16%
	3-4 years	24%	50%	23%	4%	0%	73%	27%
	5-10 years	26%	50%	20%	4%	0%	76%	24%
	11-20 years	21%	51%	21%	5%	2%	72%	28%
	More than 20 years	23%	55%	15%	5%	2%	78%	22%
	High							
	1-2 years	42%	38%	15%	3%	2%	80%	20%
	3-4 years	34%	41%	20%	3%	2%	75%	25%
	5-10 years	28%	43%	21%	7%	1%	71%	29%
	11-20 years	28%	47%	18%	5%	2%	74%	26%
More than 20 years	21%	46%	24%	7%	2%	67%	33%	

Note: 1. The “% Negative” includes all respondents who omitted the question and/or failed to indicate a positive response.
 2. All percentages were rounded to the nearest whole number; consequently, totals may not equal 100% in all cases.

Data Source: WCPSS data analysis of High Five 2009-10 PLT Survey

Table 18
PLT Survey Responses to Impact-Area Questions, 2007-08 to 2009-10

Statement	Teacher Experience	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/No Response	% Positive	% Negative
PLTs can provide a more supportive environment for teachers.	Elementary							
	1-2 years	48%	48%	3%	0%	0%	96%	4%
	3-4 years	37%	57%	5%	1%	1%	94%	6%
	5-10 years	40%	52%	6%	2%	1%	92%	8%
	11-20 years	41%	51%	5%	2%	1%	92%	8%
	More than 20 years	42%	52%	4%	2%	1%	93%	7%
	Middle							
	1-2 years	40%	55%	4%	0%	0%	96%	4%
	3-4 years	36%	56%	5%	3%	1%	92%	8%
	5-10 years	37%	54%	6%	3%	0%	91%	9%
	11-20 years	32%	58%	5%	3%	2%	90%	10%
	More than 20 years	37%	54%	5%	3%	1%	91%	9%
	High							
	1-2 years	56%	38%	3%	2%	1%	94%	6%
	3-4 years	47%	47%	4%	2%	1%	93%	7%
	5-10 years	43%	49%	5%	2%	1%	92%	8%
	11-20 years	45%	47%	6%	2%	1%	92%	8%
	More than 20 years	38%	52%	5%	3%	1%	90%	10%
Time spent with my PLT will save me time overall.	Elementary							
	1-2 years	27%	44%	21%	6%	2%	71%	29%
	3-4 years	28%	40%	26%	6%	1%	67%	33%
	5-10 years	27%	41%	23%	9%	1%	67%	33%
	11-20 years	26%	44%	23%	6%	1%	70%	30%
	More than 20 years	27%	46%	20%	5%	1%	73%	27%
	Middle							
	1-2 years	31%	43%	19%	7%	0%	73%	27%
	3-4 years	23%	43%	24%	10%	1%	66%	34%
	5-10 years	25%	41%	21%	12%	1%	67%	33%
	11-20 years	21%	45%	23%	9%	2%	66%	34%
	More than 20 years	23%	47%	21%	7%	1%	70%	30%
	High							
	1-2 years	43%	34%	15%	7%	1%	77%	23%
	3-4 years	29%	42%	19%	10%	0%	71%	29%
	5-10 years	29%	35%	24%	13%	0%	63%	37%
	11-20 years	31%	36%	24%	9%	1%	67%	33%
	More than 20 years	27%	37%	23%	12%	1%	63%	37%

Note: 1. The “% Negative” includes all respondents who omitted the question and/or failed to indicate a positive response.
 2. All percentages were rounded to the nearest whole number; consequently, totals may not equal 100% in all cases.
 Data Source: WCPSS data analysis of High Five 2009-10 PLT Survey

SUMMARY

The survey results presented in this report suggest that the district has strong implementation, with slow but measureable progress towards full functioning of all components of the model – as evidenced by the increase in positive responses and attitudes. While the 2009-10 data documents a consistent increase across all six survey themes from the previous school year, the upward trend is even more apparent over the three-year timeline.

Collectively, all themes increased between four and seven percentage points since 2007-08. The biggest changes were in the areas of instructional strategies/interventions and support/resource allocation – with both themes showing seven percentage point increases in terms of “positive agreement” over the three-year period. Readers are reminded that we were not able to compare to the actual baseline survey administered in 2006-07 because of changes made to the survey content and format.

It is worth noting, however, that some themes returned a higher percentage of positive responses than others (see Table 1). These data should prove useful in determining where district improvement efforts could be focused. More specifically, four of the survey themes returned a positive agreement percentage ranging from 85% to 92%. Furthermore, nearly all (92%) of survey respondents expressed agreement with the survey items pertaining to collaborative cultures/team processes, which lie at the fundamental core of the PLT concept. Additionally, nearly all expressed positive agreement with the statements concerning their focus on learning and teaching (90%) and, to a slightly lesser extent, instructional strategies/interventions (87%) and common formative assessments (85%).

While all survey themes had strong support, two of the survey themes returned a slightly lower positive agreement percentage. These were the themes concerning the overall impact of PLTs (80%) and support/resource allocation (73%).

DISCUSSION

While the district’s general upward trend has been well-documented in this report, some specific elements of the High Five survey are worth revisiting.

The most dramatic changes in 2009-10 survey results compared to the previous two years likely resulted from implementation of Board policy 3610; the number of PLTs meeting on a weekly basis increased by 34 percentage points, whereas the number of PLTs meeting at other intervals decreased between one and 14 percentage points (see Table 7). It is also worth noting that the length of the PLT meetings seems to have increased substantially; the number of teachers reporting that their typical PLT meeting lasts longer than one hour increased by 24 percentage points, moving from 28% in 2008-09 to 52% in 2009-10 (see Table 8). In short, it is reasonable to conclude that Board policy 3610 has led to more frequent meetings of PLTs, and that those teams are meeting for longer periods of time.

The frequency with which common formative assessments are being administered is more puzzling. As noted in Table 13, the percentage of teachers reporting that common formative assessments were being administered every 3 weeks and every 6 weeks fell by 17 and 12

percentage points, respectively. Concurrently, a higher percentage of teachers reported that the common assessments were being administered “once a quarter” (+29 percentage points) and “once a semester” (+11 percentage points). The data suggest that teachers are administering common formative assessments on a less frequent basis. However, another possible explanation may be simple confusion about what constitutes a common formative assessment, and whether those assessments must be developed by the PLT members themselves. More specifically, the survey item reads, “As a PLT, we usually administer common formative assessments with the following frequency” (see item #24 in the appendix of this report). Is the wording on this survey item leading teachers to discount district-developed common formative assessments such as Blue Diamond? Or is it possible that teachers are confusing common formative assessments with End-of-Grade (EOG) and End-of-Course (EOC) tests, which are summative in nature? More research on this issue would be needed to draw firm conclusions.

Another survey item worthy of discussion appears on Table 12. As noted earlier, the survey item asking about the utilization of a schoolwide “pyramid of interventions” for struggling students showed abnormal variance when disaggregated by school level. More specifically, 86% of the elementary teachers responded positively, followed by high (79%) and middle (72%) school teachers. The higher percentage of elementary teachers utilizing the “pyramid of interventions” almost certainly resulted from the district’s intensive efforts to train those teachers on Intervention Alignment; beginning in April 2008, the department of Curriculum and Instruction, working in conjunction with Student Support Services, organized three sets of regional trainings for elementary teachers. Since the “pyramid of interventions” was embedded within those training sessions as a key component, it is not surprising that the teachers who received the training were more likely to validate its implementation within their schools.

NEXT STEPS

If the district wishes to continuously improve the functioning of its Professional Learning Teams, several issues should be explored and addressed.

TRAINING

Consider, for example, the amount of PLT training teachers have reported receiving since the inception of the High Five initiative in September 2005. As Table 4 shows, 30% of all teachers reported that they had not received any PLT training through High Five, and 18% reported that they had not received any district-sponsored PLT training. Conversely, 15% reported that they had received over 16 hours of PLT training through the High Five initiative, while 16% reported that they had received over 16 hours of district-sponsored training.

So how much formal PLT training is necessary? What resources must the district provide to sustain the forward momentum documented in this analysis? Is it safe to assume that the teachers with advanced PLT training are evenly distributed and providing training to those new to PLT collaborative work? In a large district, it may not be possible to have every teacher trained at the highest levels, but support must be sufficient. Do the more experienced teachers who have assumed leadership roles within their PLTs need ongoing professional development to continue their growth and advance the quality and utility of their team’s activities? On the other hand, do all teachers new to the district need basic training in PLT fundamentals? District staff

must consider whether the training and electronic resources currently available are adequate and well known to those who might need to access them.

SUPPORT/RESOURCES

Another issue relates to the High Five survey theme of “support/resource allocation.” As noted earlier, the positive response rate for this theme has consistently lagged behind the others since the inception of the PLT initiative. Even so, the implementation of Board policy 3610 in the 2009-10 school year offered teachers an unprecedented level of administrative support through dedicated, protected meeting time for collaboration within their PLTs. In light of this, why did the percentage of staff agreeing they receive feedback and support from their leadership not increase more than 4%? Is it purely a feedback issue? Why has agreement for the items related to celebrating team progress towards implementing PLTs and progress towards SMART goals also lagged behind other items? Staff might want to explore this topic with some PLTs or principals and find ways to address issues revealed (perhaps through articles, resources available on the PLT fishbone, or training).

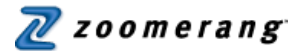
As noted earlier, survey data has documented that PLTs have been meeting on a more frequent basis, and for longer periods of time, in 2009-10. The logical explanation for this “spike” in survey data is the implementation of Board policy 3610. The impending end of the consistent, mandated hour for this activity could reverse those gains if alternative plans are not established for the coming year. Several legitimate questions come to mind. What preparations are being made to ensure the continuation of teacher collaboration within PLTs? What scheduling adjustments are being developed by individual schools to give PLTs dedicated times to meet, and how are those potential ideas and solutions being shared among the district’s school-based administrators? How can Central Services personnel assist in the schools’ transition?

CONCLUSION

To assess district progress, the High Five consortium and its Metrics Committee will continue to support the administration and analysis of future PLT surveys for the foreseeable future. The Evaluation and Research Department of WCPSS is currently in the process of gathering and analyzing data from multiple sources to prepare a more comprehensive evaluation of the district’s school-based PLTs. Additionally, a separate study is underway to examine PLT implementation within Central Services, and those findings will be detailed in a separate report.

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2009-10 High Five PLT Survey

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2009-10 High Five PLT Survey

Page 1 - Heading

Description:
 Our district, along with the other High Five districts, has determined that research indicates the development of Professional Learning Teams (PLTs) is likely to lead to higher student achievement and enhanced teacher satisfaction. This survey is designed to measure the depth of implementation of PLTs. 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 PLT. If you are not a participant in any PLT, respond to item 1, and the survey will skip to the Demographics section. Be sure to click on the SUBMIT button at the bottom of each page to save your responses.

Page 2 - Question 1 - Choice - One Answer (Bullets)

[Mandatory]

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

- Yes, a School-level PLT [\[Skip to 3\]](#)
- Yes, a District-level PLT [\[Skip to 3\]](#)
- No [\[Skip to 12\]](#)

Page 3 - Question 2 - Open Ended - One Line

The number of my main PLT is:
 (This is the 3-digit number assigned to your PLT by your school's principal.)

Page 4 - Heading

A Focus on Learning

Page 4 - Question 3 - Rating Scale - One Answer (Horizontal)

As a PLT, 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.)

Strongly Agree	Agree	Disagree	Strongly Disagree	I do not understand.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 4 - Question 4 - Rating Scale - One Answer (Horizontal)

As a PLT, we believe that all of our students will master the essential learning outcomes.

Strongly Agree	Agree	Disagree	Strongly Disagree	I do not understand.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a PLT, 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.)

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

As a PLT, we have adopted strategic and specific, measurable, attainable, results-oriented, and timebound (SMART) goals that we are working to achieve.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

As a PLT, our SMART goals are aligned to our school's SMART goals.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

Collaborative Culture: Team Processes

As a PLT, 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.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

As a PLT, we abide by the explicit team norms we developed.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

As a PLT, we use decision-making processes such as brain-storming, problem identification, consensus, and prioritization.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

As a PLT, 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).

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

Page 5 - Question 12 - Rating Scale - One Answer (Horizontal)

As a PLT, we have a process to effectively resolve conflict.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

Page 5 - Question 13 - Rating Scale - One Answer (Horizontal)

As a PLT, we document and monitor our PLC processes so that we can continue to improve.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

Page 5 - Question 14 - Rating Scale - One Answer (Horizontal)

As a PLT, we systematically gather evidence about the impact of various instructional strategies on student learning.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

Page 6 - Heading

Instructional Strategies and Interventions

Page 6 - Question 15 - Rating Scale - One Answer (Horizontal)

As a PLT, we have made a conscious effort to align our instruction to achieve our essential learning outcomes.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

Page 6 - Question 16 - Rating Scale - One Answer (Horizontal)

As a PLT, we are identifying increasingly more effective instructional strategies.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

Page 6 - Question 17 - Rating Scale - One Answer (Horizontal)

As a PLT, we utilize those increasingly more effective instructional strategies that our team identifies.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

Page 6 - Question 18 - Rating Scale - One Answer (Horizontal)

As a PLT, we utilize the school-wide intervention pyramid (sequence of required interventions).

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

Page 6 - Question 19 - Rating Scale - One Answer (Horizontal)

As a PLT, we require every student who has not yet mastered the essential learning outcomes to participate in additional learning opportunities every few weeks.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

Page 7 - Heading

Common Formative Assessments, Part I

As a PLT, we have developed a variety of common formative assessments using different approaches (e.g., performance assessment, essays, tests, quizzes).

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

As a PLT, we have aligned our common formative assessments to the essential learning outcomes.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

As a PLT, we examine the results of our common formative assessments to identify students who need additional learning opportunities (enrichment or re-teaching).

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

As a PLT, we examine the results of our common formative assessments to determine which instructional practices are most effective in achieving student mastery.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

Common Formative Assessments, Part II

As a PLT, 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

Impact

I am a better teacher because of my work with my PLT.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

My students are learning more because of my work with my PLT.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

The PLT process has the potential to provide a more supportive environment for teachers.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

Time spent with my PLT will save me time overall.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

Support/Resource Allocation

As a PLT, we receive feedback and support from leadership on our implementation of PLT concepts and practices.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

My school celebrates team progress toward the implementation of PLT concepts and practices.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

My school celebrates team progress toward SMART goals for student achievement.

Strongly Agree

Agree

Disagree

Strongly Disagree

I do not understand.

Support/Resource Allocation

My PLT typically meets with the following frequency:

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

The length of my typical PLT meeting is:

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

My PLT typically meets at the following time:
(Mark all that apply.)

- Before school
 - After school
 - During the lunch period
 - During a common planning period
 - On workdays
 - Other, please specify:
-

Demographics

Years of teaching experience (including current year):

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

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:
-

Which of the following best fits your primary job responsibility?

- Regular Elementary Classroom Subjects
- Math
- Math and Science
- Science
- Language Arts / Reading / Writing / Literacy
- Language Arts and Social Studies

- Social Studies / History
- Career Technical Education
- Technology Education
- World Language / Foreign Language
- PE / Health
- Arts / Arts Education / Fine Arts
- Media / Library
- Special Education / Exceptional Education
- AIG (gifted) Teacher / Gifted Ed. Specialist
- Guidance / Counselor / Psychologist / Social Worker
- ESL / English as a Second Language
- Pre-K
- Other

Page 12 - Question 38 - Choice - One Answer (Drop Down)

Base school assignment for this year:

- Adams Elementary - 304
- Apex Elementary - 308
- Apex High - 316
- Apex Middle - 312
- Athens Drive High - 318
- Aversboro Elementary - 320
- Baileywick Elementary - 326
- Ballentine Elementary - 327
- Banks Road Elementary - 325
- Barwell Road Elementary - 329
- Baucom Elementary - 328
- Brassfield Elementary - 334
- Brentwood Elementary - 336
- Briarcliff Elementary - 340
- Brier Creek Elementary - 342
- Brooks Museums Elementary - 344
- Broughton High - 348
- Bugg Elementary - 352
- Carnage Middle - 356
- Carpenter Elementary - 358
- Carroll Middle - 360
- Carver Elementary - 362
- Cary Elementary - 364
- Cary High - 368
- Cedar Fork Elementary - 369
- Centennial Campus Middle - 370
- Combs Elementary - 376
- Conn Elementary - 380
- Creech Road Elementary - 384
- Daniels Middle - 388
- Davis Drive Elementary - 390
- Davis Drive Middle - 391
- Dillard Drive Elementary - 393
- Dillard Drive Middle - 394
- Douglas Elementary - 396
- Durant Road Elementary - 398

- Durant Road Middle - 399
- East Cary Middle - 402
- East Garner Elementary - 403
- East Garner Middle - 404
- East Millbrook Middle - 408
- East Wake High School of Arts, Education, and Global Studies - 702
- East Wake High School of Engineering Systems - 703
- East Wake High School of Health and Science - 700
- East Wake High School of Integrated Technology - 701
- East Wake Middle - 410
- Enloe High - 412
- Farmington Woods Elementary - 414
- Forest Pines Drive Elementary - 417
- Forestville Road Elementary - 413
- Fox Road Elementary - 415
- Fuller Elementary - 416
- Fuquay-Varina Elementary - 420
- Fuquay-Varina High - 428
- Fuquay-Varina Middle - 424
- Garner High - 436
- Green Elementary - 440
- Green Hope Elementary - 439
- Green Hope High - 441
- Harris Creek Elementary - 451
- Herbert Akins Elementary - 306
- Heritage Elementary - 454
- Heritage Middle - 444
- Highcroft Elementary - 443
- Hilburn Elementary - 442
- Hodge Road Elementary - 446
- Holly Grove Elementary - 457
- Holly Ridge Elementary - 449
- Holly Ridge Middle Middle - 450
- Holly Springs Elementary - 447
- Holly Springs High - 455
- Hunter Elementary - 448
- Jeffreys Grove Elementary - 452
- Jones Dairy Elementary - 453
- Joyner Elementary - 456
- Kingswood Elementary - 460
- Knightdale Elementary - 464
- Knightdale High - 466
- Lacy Elementary - 468
- Lake Myra Elementary - 474
- Laurel Park Elementary - 467
- Lead Mine Elementary - 470
- Leesville Elementary - 469
- Leesville Road High - 473
- Leesville Road Middle - 471
- Ligon Middle - 472
- Lincoln Heights Elementary - 476
- Lockhart Elementary - 480
- Longview School - 324
- Lufkin Road Middle - 484

- Lynn Road Elementary - 488
- Martin Middle - 492
- Mary E. Phillips High - 528
- Middle Creek Elementary - 494
- Middle Creek High - 495
- Millbrook Elementary - 496
- Millbrook High - 500
- Mills Park Elementary - 501
- Moore Square Middle - 506
- Morrisville Elementary - 504
- Mt. Vernon School - 508
- North Forest Pines Dr Elementary - 514
- North Garner Middle - 512
- North Ridge Elementary - 516
- Northwoods Elementary - 520
- Oak Grove Elementary - 522
- Olds Elementary - 524
- Olive Chapel Elementary - 523
- Panther Creek High - 526
- Partnership Elementary - 525
- Penny Road Elementary - 530
- Pleasant Union Elementary - 531
- Poe Elementary - 532
- Powell Elementary - 536
- Rand Road Elementary - 540
- Reedy Creek Elementary - 542
- Reedy Creek Middle - 400
- River Bend Elementary - 302
- River Oaks Middle - 438
- Rolesville Elementary - 544
- Root Elementary - 548
- Salem Elementary - 550
- Salem Middle - 551
- Sanderson High - 552
- Sanford Creek Elementary - 554
- Smith Elementary - 560
- Southeast Raleigh High - 562
- Stough Elementary - 564
- Swift Creek Elementary - 568
- Sycamore Creek Elementary - 569
- Timber Drive Elementary - 570
- Turner Creek Elementary - 571
- Underwood Elementary - 572
- Vance Elementary - 576
- Vandora Springs Elementary - 580
- Wake Early College High - 583
- Wake Forest Elementary - 584
- Wake Forest-Rolesville High - 588
- Wake Forest-Rolesville Middle - 592
- Wakefield Elementary - 593
- Wakefield High - 595
- Wakefield Middle - 594
- Wakelon Elementary - 597
- Washington Elementary - 596

- Weatherstone Elementary - 598
- Wendell Elementary - 600
- Wendell Middle - 601
- West Cary Middle - 604
- West Lake Elementary - 606
- West Lake Middle - 607
- West Millbrook Middle - 608
- Wilburn Elementary - 616
- Wildwood Forest Elementary - 618
- Wiley Elementary - 620
- Willow Springs Elementary - 624
- Yates Mill Pond Elementary - 626
- York Elementary - 628
- Zebulon Elementary - 632
- Zebulon Middle - 636

Page 12 - Question 39 - Choice - One Answer (Bullets)

My hours of formal High Five sponsored professional development that focused on PLT implementation (since September 2005):

- None
- 1-4 hours
- 5-8 hours
- 9-12 hours
- 13-16 hours
- Over 16 hours

Page 12 - Question 40 - Choice - One Answer (Bullets)

My hours of formal school district sponsored professional development that focused on PLT implementation (since September 2005):

- None
- 1-4 hours
- 5-8 hours
- 9-12 hours
- 13-16 hours
- Over 16 hours

Page 12 - Heading

Page 13 - Question 41 - Rating Scale - One Answer (Horizontal)

I spend at least one hour on PLT-related activities and training on Wake Wednesdays.

- | | | | | |
|-----------------------|-----------------------|-----------------------|--------------------------|-----------------------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree | I do not understand. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Page 13 - Question 42 - Rating Scale - One Answer (Horizontal)

On the designated early release days, I consistently spent at least three hours on job-embedded professional development.

- | | | | | |
|-----------------------|-----------------------|-----------------------|--------------------------|-----------------------------|
| Strongly Agree | Agree | Disagree | Strongly Disagree | I do not understand. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Thank You Page

Thank you for your participation in the High Five PLC Survey!

Screen Out Page

(Standard - Zoomerang branding)

Over Quota Page

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Survey Closed Page

Thank you for your willingness to participate; however, this survey is now closed.

Please contact Andy Jackl (ajackl@wcpss.net or 850-1742) for further assistance.