Delaware Department of Education
Professional Learning Community
Participant Survey Report (2011-2012)

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Prepared By:
Teacher and Leader Effectiveness Unit
Delaware Department of Education
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Foreword

It is with great pleasure that I present to you the results of our first state-wide survey on Delaware’s school-based Professional Learning Communities (PLCs). Nearly 5,000 educators provided us with responses and we thank everyone who has contributed to this effort and made the first year of statewide PLCs a success. There is nothing more valuable to me than the ideas we get from those closest to our children and I appreciate your continued input and leadership.

In addition to the survey responses to closed-end questions, we at DDOE read more than 1,000 open-ended comments from educators and are using this feedback to improve the initiative in the 2012-2013 school year. We’ve included several of your open-ended responses within the report.

Your responses tell us that not only are your data coaches generally responsive to your needs; they are increasing your confidence to make instructional decisions based on data. This is the core goal of PLCs; to provide you with a powerful, accessible, and adaptive structure to drive sustained growth in your students’ learning while also helping you to develop as educators.

Your responses also tell us that PLCs have a number of avenues for growth. I will speak to a few of the actions we are already taking to get better: we are introducing greater flexibility to the model so that schools and districts can target PLC support to where it is needed most; revamping principal training to improve both the quality and frequency of their participation; working with data coaches to help teachers ensure instructional alignment to the Common Core Standards; and ensuring our highest-need schools are getting more support and resources to implement effective PLCs in their communities.

I am excited by the possibilities and early successes of this initiative. While this is only the first step in a much broader effort to evaluate and improve PLCs, I am convinced that we are on the right track and have created a strong foundation for growth. There will always be challenges as we work together to “get it right”, but I hope you will continue to engage in this effort and share your thoughts and ideas on how to continue to drive improvements in the learning experiences our children have each day.

Best,

Mark T. Murphy
Secretary of Education
EXECUTIVE SUMMARY

Background

Professional Learning Communities (PLCs) have existed for nearly a decade in some schools across the state of Delaware. Moving from best practice in some of our schools to a statewide initiative over the past three years has been a major milestone for Delaware’s education community. In 2009, in preparation for the Race to the Top (RTTT) grant and a full rollout of the state’s education agenda, all Local Education Agencies (LEAs) agreed to implement collaborative planning time for their core content teachers. When Delaware was named the first recipient of RTTT, then Secretary Lillian Lowery called upon all of the state's schools to ensure that educators participated in 90 minutes weekly of PLCs moving forward. While not an easy mandate to achieve, the state's educators and district leaders responded to the call for action, and statewide PLCs became a reality across the vast majority of the state. Each of the LEAs, including all districts and charter schools and their Education Associations, agreed to implement common, weekly collaborative planning time for at least core content teachers. Thus, statewide PLCs became a reality. The purpose of PLCs is to provide educators with embedded, meaningful professional development to continuously improve instruction. The collaborative planning time is embedded in the work day, is ongoing, and provides actionable, data-driven feedback teachers and administrators can implement and see evidence of in their classrooms.

Beginning in July 2011, every school created and implemented 90 minutes of weekly collaborative planning time for every core content teacher in grades three through twelve. This was scheduled in one 90-minute block of time or in two separate 45-minute time blocks. This collaborative planning time was to be the opportunity for teachers to implement the Taking Action with Data (TADa) Framework\(^1\) in conjunction with the Data Coach Project, an initiative created by DDOE to provide job-embedded support and PLC facilitation in the first two years of full implementation.

\(^1\)Taking Action with Data (TADa) methodology, created for the DE Data Coach Project, is applied to multiple data sources and the rich variety of individual student and class needs, enabling teachers to acquire the habits of mind, technical skills, collegiality, and pedagogy needed to use data to inform instruction and ultimately accelerate student learning.
Rationale

The Data Coach Project, first piloted and implemented in February 2011, provides professional learning community participants with the opportunity to receive coaching in data analysis concepts and skills related to their students’ performance. Wireless Generation (WG), the State of Delaware’s partner in the statewide Data Coach Project, deployed 29 Data Coaches across the state’s schools during the 2011-2012 school year. The Data Coach Project is implemented in one of two ways: Direct Facilitation, in which the WG coach facilitates each TADa PLC; or Coach-the-Coach (CtC), in which a district or school coach, trained by WG, facilitates the PLC. The implementation of professional learning communities is to be assessed through a variety of measures, including an annual PLC Participant Survey.

The first PLC Participant Survey was designed and administered in June 2011 by Wireless Generation (WG). The survey was administered to those 20 schools participating in the pilot phase of the project. Five hundred teachers were included in this survey sample. The primary aim of this survey was to provide feedback on the Data Coach Project and the professional learning community work to shape the full rollout scheduled for July 2011. The survey, which was redesigned by DDOE and administered to all schools statewide following the 2011-2012 school year in June 2012, invited over 8000 teachers and administrators to provide feedback on the first year of statewide implementation. That survey is discussed in greater detail within this report. The findings of the survey are being used as a tool in assessing the implementation of the initiative during its first year and for improving the services provided during the 2012-2013 school year.

The survey was sent electronically to all teachers in Delaware and those administrators or specialists serving as school PLC coaches. The Delaware Department of Education’s Teacher and Leader Effectiveness Unit (TLEU) was responsible for the survey’s development, final analysis and reporting of the survey presented here.

The information collected aimed to achieve the following objectives:

- Provide an opportunity for PLC participants to offer feedback on the structures and process of collaborative planning time for teachers and administrators
• Assess the Taking Action with Data (TADa) framework and the skills/concepts teachers are practicing
• Rate participants’ literacy in using data to improve instructional practice
• Solicit feedback on the Data Coach Project and its impact on teacher practice

**Research Methodology**

**A. Survey design**

The TLEU worked with stakeholders to outline the aims and goals of the survey to ensure that the instrument design reflected and achieved these goals and objectives. The survey questions were designed to solicit information concerning the following areas:

• The structure and implementation of PLCs
• Perceptions of the PLC experience
• Preparedness of and support for PLC facilitators
• Impact of PLCs on data usage
• Effectiveness of data coaches

The survey was designed and hosted online using Survey Monkey by DDOE.

**B. Data Collection**

The survey was sent electronically to all teachers in the state of Delaware, totaling 8800 teachers, specialists and administrators. Extensive follow-up was conducted shortly after the survey link was sent to participants to ensure adequate participation. Although respondents were asked to complete the survey in its entirety, all data collected were included in the analysis. A total of 4848 surveys were collected from the teachers, specialists, and administrators participating in PLCs. The statewide initiative only requires that core content teachers participate in weekly 90-minute PLCs, although many schools have chosen to include non-tested subject and grade level teachers in weekly collaborative planning PLCs.

**C. Data Analysis**

Survey responses were exported from Survey Monkey (online) into Stata data analysis software for analysis. The data were cleaned (for errors) and recoded (where necessary) in Stata and analyzed according to the survey’s key themes. Descriptive statistics were primarily used in the analysis. This report includes a major portion of that analysis; however the TLEU will utilize all available data as needed to shape the internal implementation of the project for the upcoming year given that the analysis allows for disaggregation by LEAs.
Word cloud of survey respondents’ open-ended feedback on statewide PLCs
Summary of Findings

- Overall assessments of data coaches are positive; respondents generally agree that data coaches have appropriate skills and are responsive to teacher and PLC needs.

- The majority of respondents report that PLCs are increasing their confidence in making instructional decisions based on data; helping them build skills around the collection and use of data.

- The proportion of PLC sessions devoted to activities, such as collaborating on instructional planning or sharing instructional strategies varies widely across PLCs.

- PLCs where administrators are regularly present are more likely to focus on reviewing and analyzing formative and/or summative assessments; Administrators are most likely to be present in PLCs at the elementary school level.

A. ABOUT THE SURVEY RESPONDENTS

A total of 4848 teachers, specialists, and administrators responded to the survey. Overall, 53% of teachers in Delaware responded to the PLC survey (4527 total teacher responses). Of the 37 LEAs represented in the survey, nearly half of them had a 50% response rate among teachers in their district and 10 had at least a 60% response rate. 93% of the survey respondents were teachers, 6% were Specialists, and 1% were Administrators (instructional leaders). Nearly half of all respondents (48%) were elementary school teachers, 29% were high school teachers, and 23% were middle school teachers.

B. PLC CONTENT AND STRUCTURES

There was significant variation among respondents regarding the structure and implementation of their PLCs. For example, 40% of respondents devote a ‘small’ proportion of time to instructional planning during their PLC session while another nearly 30% of respondents reported spending a ‘substantial’ or ‘almost entire’ proportion of their PLC session on instructional planning. Notably, the presence of an administrator in a PLC shaped the amount of time devoted to certain activities. Of respondents estimating that an administrator is present in their PLC almost the entire proportion of the time, 33% reported spending ‘almost the entire’ or a ‘substantial’ proportion of the time reviewing/analyzing standardized formative and/or summative assessments. On the other hand, of respondents that said an administrator is present a ‘small’ proportion of the time in their PLC, only 16% reported they spend ‘almost the entire’ or a ‘substantial’ proportion of the time reviewing/analyzing standardized formative and/or summative assessments.
C. ASSESSING DATA USAGE

63% of respondents agreed that the TADa PLCs are helping them build useful skills around the collection and use of data and 59% feel more confident in making instructional decisions based on data as a result of the TADa PLCs. Of the respondents who agreed that the TADa PLCs are helping them develop useful skills around the collection and use of data, 88% feel more confident in making instructional decisions based on data as a result of the PLCs. While the majority of teachers at each grade level felt more confident in making instructional decisions based on data as a result of the TADa PLCs, the percentage of teachers that agreed with this statement was highest among elementary school teachers (64%) and lowest among high school teachers (50%).

D. ASSESSMENTS OF DATA COACH EFFECTIVENESS AND PLCs

Overall, the assessments of data coaches were positive and at least 70% of the teachers surveyed agreed that their data coach has the appropriate skills to facilitate their PLC, is responsive to the needs of their PLC, and responsive to teachers’ individual needs. 73% of elementary school teachers rate their data coach as ‘good’ ‘very good’ or ‘excellent’ as compared to 72% of middle school teachers and 63% of high school teachers.
Key Recommendations:

- Adjust the model of implementation for Coach-the-Coach opportunities to reduce the disconnect that was created from the Distributed Model, or Coach-the-Coach-the-Coach model. School Coaches should receive direct training and support by the Wireless Generation Data Coach, while teachers are afforded support in their PLC work, as well as feedback on their instructional practice. In Year two, Distributed Model will be replaced by the On-Site Coach-the-Coach model. This will allow for a “heavy touch,” or increased time devoted to the teachers by the WG Data Coach; in the same manner the Direct Facilitation model provides.
  - Survey responses from CiC schools indicated that the teachers were not familiar with, or able to take advantage of, the resource the Wireless Generation Data Coach provides. The onsite model will afford the PLC facilitators the opportunity to gain the necessary skills and resources to use Taking Action with Data Framework within the constraints of their scheduled work day. See “In Their Own Words” section.
  - Observing PLCs facilitated by the School Coach was the expectation of the WG Data Coach in year one for CiC schools, so it is not surprising that this feedback was provided. However, it was clear through teachers’ responses that they wanted to have more exposure to, and benefit from, the WG Data Coach, regardless of the model of implementation.

- Provide the teachers and administrators at the building level with the opportunity to collaborate with Data Coaches to ensure that the project aligns to school and Local Education Agency (LEA) vision and meets the teachers where they are in data literacy. This collaboration will ensure implementation with fidelity and increase administrative participation in PLCs.
  - Feedback indicated that the PLC work often seemed disconnected from the school’s mission or was a poor use of time since the teachers felt they already were skilled at using data to drive instructional practice. See “In Their Own Words” section.
  - A higher rate of Administrator engagement during PLCs led to an increased focus on formative and summative assessments.

- Align the Data Coach Project to the implementation of the Common Core State Standards.
  - When teachers were asked what the majority of their PLC time should be focused around, Common Core implementation was included as part of their feedback. The TLEU has responded by training all Data Coaches in Common Core implementation for the 2012-2013 school year.

- Equip Data Coaches to serve as Ambassadors for the teacher dashboard initiative (Ed Insight) using this tool to better use data to build capacity.
  - Ease of data access was consistently included in the feedback provided by teachers and school coaches. Training the Data Coaches on the Ed Insight
• Offer support and resources for schools experiencing challenges or barriers to providing PLC time within the work day for 90 minutes weekly.
  o Throughout the survey, in open ended responses, teachers provided feedback around time and the capacity to meet the 90 minute per week expectation for collaborative planning time. Master Schedule builder training and leveraging the eSchool Scheduling tools for school level teams will help to ensure that the scheduling is not a barrier or challenge for implementing the PLC time.

• Provide training for building leadership (Principals, Asst. Principals and Deans) on Coaching, using Data to Drive Instructional Practice and implementation of the Common Core State Standards. The training should highlight the alignment of the TADa Framework skills and concepts with the DPAS II evaluation system.
  o Several open ended responses included feedback around administrator participation and support around the PLC initiative, as well as common core formative and summative assessment design.
Of the 38 LEAs solicited, 37 LEAs were represented in the survey; 49% of them had a 50% response rate among teachers in their district and 10 had at least a 60% response rate. Sussex Academy of the Arts and Seaford had the highest response rates among LEAs (over 70 percent). Overall, 53% of teachers in Delaware responded to the PLC survey.
93% of the survey respondents were teachers, 6% were Specialists, and 1% were Administrators (instructional leaders). Overall, 79% of respondents were core content teachers and 14% are non-core content teachers.

Nearly half of the teachers who responded to the survey (48%) teach at the elementary school level. 29% of the teacher respondents teach at the high school level and the remaining 23% are middle school teachers. The distribution of grade levels taught by respondents is representative of the distribution at the state level where 49% of teachers teach at the elementary school level, 20% at the middle school level, and 30% at the high school level.

76% of the survey respondents participate in the Coach-the-Coach PLC model and the other 24% participate in the Direct Facilitation model.
B. PLC Content and Structures

Table 1: Does respondent participate in 90 minutes of collaborative planning time weekly?

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 4,838</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>92</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
</tr>
</tbody>
</table>

- 92% of respondents reported participating in 90 minutes of collaborative planning time weekly. The percent reporting they participate in collaborative planning time weekly was even higher (96%) among core content teachers.

![Figure 4](image)

Proportion of Respondent's TADa PLC session spent on the following:

- Collaborating on instructional planning:
  - Almost Entire: 9%
  - Substantial: 20%
  - Moderate: 31%
  - Small: 40%

- Sharing instructional strategies aligned to the relevant curriculum:
  - Almost Entire: 7%
  - Substantial: 21%
  - Moderate: 36%
  - Small: 36%

- Reviewing/analyzing classroom formative and/or summative assessments:
  - Almost Entire: 5%
  - Substantial: 18%
  - Moderate: 36%
  - Small: 41%

- Reviewing/analyzing standardized formative and/or summative assessments:
  - Almost Entire: 7%
  - Substantial: 19%
  - Moderate: 38%
  - Small: 36%

![Figure 5](image)

- There was significant variation among respondents regarding what proportion of time they devote to various activities within their PLCs. For example, 40% of respondents devote a ‘small’ proportion of time to instructional planning during their PLC session while another nearly 30% of respondents reported spending a ‘substantial’ or ‘almost entire’ proportion of their PLC session on instructional planning. There is similar variation in the responses about the time spent on other activities in PLCs. This variation cannot be explained, however, by the grade level taught by specific teachers or by the implementation model used within a particular school.
The presence of an administrator in a PLC appeared to have the most impact on the amount of time devoted to certain activities, however. Of respondents estimating that an administrator is present in their PLC almost the entire proportion of the time, 33% reported spending ‘almost the entire’ or a ‘substantial’ proportion of the time reviewing/analyzing standardized formative and/or summative assessments. On the other hand, of respondents that said an administrator is present a ‘small’ proportion of the time in their PLC, only 16% reported they spend ‘almost the entire’ or a ‘substantial’ proportion of the time reviewing/analyzing standardized formative and/or summative assessments. The estimated proportion of time an administrator is present in a PLC also has a similar impact on the amount of time spent reviewing/analyzing classroom formative and/or summative assessments. This same pattern is not evident across the other types of PLC activities.

Teachers of different grade levels have varying levels of interaction with administrators or instructional leaders in their PLC. 42% of high school teachers surveyed see an administrator in their PLC a ‘small’ proportion of their PLC time as compared to 28% of middle school teachers and 22% of elementary school teachers. 40% of elementary school teachers reported that an administrator is present in their PLC for almost the entire time (‘almost entire’) while only 19% of high school teachers said the same.
This chart demonstrates the differences in the proportion of time spent on work during and between PLC sessions across the state. There was little consensus regarding what proportion of the time teachers: arrive to their next PLC prepared to reflect; complete follow-up actions prior to the next PLC session; or leave PLCs with action plans determined by the participants. The only action where a majority of respondents agreed is: “leaving PLCs with action plans determined by the coach.” The majority of respondents (53%) reported that they do this only a ‘small’ proportion of the time.

<table>
<thead>
<tr>
<th>Table 2. Percent reporting they arrive to their next PLC prepared to reflect almost the entire time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Elementary Teachers</td>
</tr>
<tr>
<td>Middle School Teachers</td>
</tr>
<tr>
<td>High School Teachers</td>
</tr>
</tbody>
</table>

The percentage of elementary school teachers (38%) who reported they arrive to their next PLC prepared to reflect almost the entire time is 14 points higher than the percentages of middle school and high school teachers reporting the same.
C. ASSESSING DATA USAGE

Figure 8

% of Respondents (Teachers Only) Agreeing with Statements about their Data Usage

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The TADa PLCs are helping me to develop useful skills around the collection and use of data.</td>
<td>63%</td>
</tr>
<tr>
<td>I feel more confident in making instructional decisions based on data as a result of the TADa PLCs</td>
<td>59%</td>
</tr>
<tr>
<td>Looking at student data helps me to determine where I need to differentiate my instruction.</td>
<td>87%</td>
</tr>
<tr>
<td>I am comfortable using data to identify patterns of need in my whole class.</td>
<td>87%</td>
</tr>
<tr>
<td>I understand the Cycles of inquiry and how the process relates to examining student data.</td>
<td>66%</td>
</tr>
</tbody>
</table>

- 87% of teachers surveyed agreed that looking at student data helps to determine where they need to differentiate instruction. The same percentage of teachers agreed that they are comfortable using data to identify patterns of need in their whole class. The majority of teachers agreed with each of the statements about their use of data through PLCs.
% Agreeing or Disagreeing with the statement: I feel more confident in making instructional decisions based on data as a result of the TADa PLCs

- Disagree: The TADa PLCs are helping me to develop useful skills around the collection and use of data.
- Agree: The TADa PLCs are helping me to develop useful skills around the collection and use of data.

![Bar Chart](image)

**Figure 9**

- Of the respondents who agreed that the TADa PLCs are helping them develop useful skills around the collection and use of data, 88% also agreed that they feel more confident in making instructional decisions based on data as a result of the PLCs. In contrast, of those who disagreed that the PLCs are helping them develop useful data collection and usage skills, only 12% agree that they feel more confident in making instructional decisions based on data as a result of PLCs.

![Bar Chart](image)

**Figure 10**

61% of respondents that participated in the Coach-the-Coach model of PLCs felt more confident in making instructional decisions based on data as a result of the TADa PLCs as compared to 52% of respondents that participated in the Direct Facilitation PLC implementation model.
While the majority of teachers at each grade level felt more confident in making instructional decisions based on data as a result of the TADa PLCs, the percentage of teachers that agreed with this statement was highest among elementary school teachers (64%) and lowest among high school teachers (50%).

The majority of respondents (56%) believe there is a high or extremely high value added in using student data to make instructional decisions in their planning and practice.
D. ASSESSING DATA COACHES & PLCs

90% of teachers reported feeling comfortable discussing their students’ state assessment data with their peers in their PLCs. The same percentage of teachers is comfortable sharing their students’ classroom data with their peers as well. 76% agreed that there is a transparent, collaborative culture in their PLC. Overall, the assessments of data coaches were positive and at least 70% of the teachers surveyed agreed that their data coach has the appropriate skills to facilitate their PLC, is responsive to the needs of their PLC, and responsive to teachers’ individual needs.

While the majority of teachers agree that the TADa PLCs are helping them develop useful skills around the collection and use of data, larger percentages of elementary school teachers agree with this statement (68%) than middle (61%) and high school teachers (55%).
The majority of respondents rated their data coach’s effectiveness as ‘good’ ‘very good’ or ‘excellent’ and this was fairly consistent across implementation models. 72% of respondents in the Coach-the-Coach model rated their data coach as ‘good’ ‘very good’ or ‘excellent’ and 66% of respondents in the Direct Facilitation model gave their coach the same ratings.

The majority of teachers at each grade level rated their data coach highly. 73% of elementary school teachers rated their data coach as ‘good’ ‘very good’ or ‘excellent’ as compared to 72% of middle school teachers and 63% of high school teachers. However, it is worth noting that high school teachers had the largest group of respondents with negative ratings of their data coaches. 37% of high school teachers rated their data coach as below average or extremely poor.
E. ‘IN THEIR OWN WORDS’: WRITTEN SURVEY RESPONSES FROM DELAWARE EDUCATORS

STRENGTHS
Key Themes:
- PLCs are a powerful tool for increasing collaboration among teachers
- PLCs foster adult and student learning
- PLCs are useful for devising specific plans to target problem areas
- PLCs are effective when aligned to the school/district mission or vision
- Cultivating relationships is critical to the success of the PLCs

PLCs are a powerful tool for increasing collaboration among teachers
- “At first, this seemed to be a program that ‘took away’ my planning time. Now it is an essential part of my planning. In this environment, connections with content and various grade level teachers are made. The leader usually brings information that helps me understanding the elementary and high school perspective which is important while teaching at the middle school. PLCs give me the opportunity to discuss with my peers an effective strategy for student learning; to include potential pitfalls. Overall, this program organized and ran effectively, is one that has helped me make gains in learning and helping students learn. I like it.”

PLCs foster adult and student learning
- “I believe that our PLCs have been the most instrumental positive change in our grade level in my 8 years of teaching. We have learned so much from each other and this collaboration has impacted the achievement of our students.”

- “Despite many years of teaching experience, I have found these PLC’s to be highly helpful and informative.”

PLCs are useful for devising specific plans to target problem areas
- “I thought PLCs were beneficial because it allowed the 6th grade team time to collaborate, analyze data and devise a plan on how to target low learners. This way we were able to meet as a team and have everyone create and maintain the same expectations for the 6th grade class.”

PLCs should align to the school/district mission or vision
- “I have enjoyed the TADa PLC opportunities I have experienced this year. I believe that much of what we have done has integrated nicely with efforts already in place across our school and district.”

Cultivating relationships is critical to the success of the PLCs
- “PLCs are valuable because they give me the time to coordinate and plan with my fellow teachers. However, they are only as good as the relationships between/among teachers.”

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2 This section includes a sampling of common themes from the many open-ended response collected throughout the 2012 PLC Participant Survey.
CHALLENGES

Key Themes:
- PLC focus should be better tailored to our needs
- PLC timing is inconvenient or ineffective
- More teacher voice and flexibility is needed in PLCs
- More focus on classroom instruction and planning needed in PLCs
- Specialist, Special Education, and Same-subject PLCs are needed

PLC focus should be better tailored to our needs
- “I feel that our time would be better used planning for common assessments and common planning. I am still learning the curriculum and I would benefit from whole group discussions for best practices and the language to teach students the best way for them to learn.”

PLC timing is inconvenient or detrimental
- “The biggest roadblock at my school is that our PLCs were held during our contractually guaranteed planning time. In order to be able to make the most out of PLCs, they need to occur outside of this time. My concern about that, however, is that it will reduce the amount of instructional time I have with my students.”

More teacher voice and flexibility needed in PLCs
- “Give us more voice - in other words - let it really be a PLC where the teachers are choosing what problem is analyzed and what professional activities are pursued. Hold us accountable - but let us have more voice in the topics. Protect - even extend - our PLC time. It has been extremely valuable to the growth of the students in our building. Just return the control of the time to the teacher - not administrator - level.”

More Focus on Classroom Instruction and Planning Needed in PLCs
- “I think in order to improve PLCs and the Data Coach Project the Data Coaches need to start taking the next step by showing what we do with the data after we analyze it. It is easy to look at data and pull out different subgroups and tell what they got wrong or to find a pattern. The more challenging part is actually coming up with a plan to help the students who are not doing well or are excelling much higher than the rest of the class. This way the needs of the lowest and highest learners are met. I also think to help improve PLCs they should be more focused on the classroom planning and instruction.”

Specialist, Special Education, and Same-subject PLCs needed
- “I think PLCs can be a very valuable time for teachers to review data and use it to better teacher their students. However, I don't understand why specialists are excluded from this collaborative time. While we are not content area teachers, our content is important, and does have an educational impact on our students. Instead of getting collaborative time with our peers, we are used as babysitters to watch over large groups of children at once. There isn't a clear explanation of what we are to do with our students during this time.”

- “There needs to be more time given for Special Education teachers to look at data together. It is very difficult when you work in multiple grade levels to know what is being determined within the grade level you were not assigned to. Special Education needs to be given a priority.”
1. PLC Annual Survey

Professional Learning Communities (or “PLCs”) are a core component of Delaware’s Education Plan. The purpose of PLCs is to provide educators with meaningful professional development to continuously improve instruction.

The implementation of Professional Learning Communities is to be assessed through a variety of measures, including an annual PLC Participant Survey. The PLC Participants’ input is a very valuable component in the overall PLC assessment.

Wireless Generation, our partner in the Taking Action with Data (TADa), has assigned coaches to each school in the state. The program is implemented in one of two ways: Direct Facilitation, in which the Wireless Generation (WG) coach facilitates each TADa PLC; or Coach the Coach, in which a District or School Coach, trained by WG, facilitates the PLC. For the sake of this survey, "Coach or Data Coach" refers to either of these models and reflects the individual facilitating the TADa PLCs. The Framework used by the Data Coaches (WG or School) is a methodology of data analysis and progression of skills to build capacity.

The progress of the PLCs and the implementation of the Data Coach Project will be monitored and tracked in a variety of ways. The PLCs will be assessed for use of the skills and content of the methodology, as well as the implementation (meeting the conditions for success). Throughout the process, the instructional leaders in the buildings will assess the PLC & Taking Action with Data (TADA) skill set, as well as monitor and provide feedback to the instructional staff on actions in the classroom and improvements in practice.

Your feedback is a valuable part of this project. We appreciate your time and honesty in completing this survey.
2.

**1. Identify LEA:**

- Appoquinimink
- Brandywine
- Caesar Rodney
- Cape Henlopen
- Capital
- Christina
- Colonial
- Delmar
- Indian River
- Lake Forest
- Laurel
- Milford
- New Castle County Vo Tech
- Polytech
- Red Clay Consolidated
- Seaford
- Smyrna
- Sussex Tech
- Woodbridge
- Academy of Dover
- Campus Community
- Charter School of Wilmington
- Delaware Military Academy
- East Side
- Thomas A. Edison
- Family Foundations Academy
- Kuumba Academy
- MOT
- Moyer Academy
2. Please indicate the grade level(s) that apply to your position. Select all that apply

- Grade K
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

Other (please specify)

3. Please select the role that best defines your current assignment:

- Teacher - Core Content
- Teacher - Non-Core Content
- Specialist
- Administrator (Instructional Leader)
4. Do you participate in 90 minutes of collaborative planning time (PLCs) weekly?
   
   ☑ Yes
   ☐ No

Comments

_____________________________
_____________________________
3.

* 1. You indicated that your Collaborative Planning time in your school is less than 90 minutes per week or that you do not participate. Please describe the PLC time in your building:

* 2. What are some of the constraints or reasons why you are not able to participate in 90 minute PLCs?
4.

1. Prior to the 2011-2012 School Year, did your school offer collaborative planning time or PLCs in the same structured manner that they are in this school year?

- Yes
- No

Other (please specify)

2. Your school and your PLCs have adopted the following implementation model for the Data Coach Project:

- Direct Facilitation: A Wireless Generation Data Coach facilitates our PLCs
- Coach the Coach: A District or School Coach (Personnel) facilitates our PLCs

3. My role in PLCs is:

- Participant - Teacher
- Participant - Administrator
- Facilitating School Coach - Trained directly by Wireless Generation Coach
- Facilitating School Coach - Trained by the Coach that was trained by the Wireless Generation Coach

Other (please specify)
5. Coach the Coach Monthly PLCs

1. As the School Coach Facilitator trained by the Wireless Generation Data Coach, please select the response that best fits your experience:

- Our monthly training is held in one 4-hour session monthly
- Our monthly training is held in two 2-hour sessions monthly
- Our monthly training is held in four 1-hour sessions monthly
- Other (please specify)

2. Please select the appropriate response to the statement:

<table>
<thead>
<tr>
<th></th>
<th>Very Strongly Agree</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Very Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My District or School is able to provide the time and resources for the required 4 hours of monthly Framework training on Taking Action with Data</td>
<td></td>
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<tr>
<td>I feel prepared to Coach the PLC Facilitators or teachers in my school/PLC to use data to drive instructional planning and practice</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

3. Please provide feedback on your monthly PLC sessions with the WG Data Coach.
6. Coach the Coach the Coach Training

1. As the PLC Facilitator trained by our Lead Coach, please select the response that best fits your experience:

☐ Our monthly training is held in one 4-hour session monthly
☐ Our monthly training is held in two 2-hour sessions monthly
☐ Our monthly training is held in four 1-hour sessions monthly
☐ Other (please specify)

2. Please select the appropriate response to the statement:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very Strongly Agree</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Very Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My District or School Lead Coach is able to provide the required 4 hours of monthly Framework training on Taking Action with Data</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I feel prepared to Coach the teachers in my PLC to use data to drive instructional planning and practice</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

3. Please provide feedback on the PLC training sessions for Taking Action with Data.
7. Rating of Data Usage

For the following questions, please select the answer that best describes your experiences. The focus of these questions is on the PLC time spent Taking Action with Data. If you use the "Taking Action with Data" Framework, (TADa) for all PLCs at this time and will be answering the questions with that understanding, please indicate so in the comment section at the end of this section.

1. Please respond only once to each statement:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very Strongly Disagree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Very Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The TADa PLCs are helping me to develop useful skills around the collection and use of data.</td>
<td></td>
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<tr>
<td>I feel more confident in making instructional decisions based on data as a result of the TADa PLCs.</td>
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<tr>
<td>Looking at student data helps me to determine where I need to differentiate my instruction.</td>
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<tr>
<td>I am comfortable using data to identify patterns of need in my whole class.</td>
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<tr>
<td>I understand the &quot;Cycles of Inquiry&quot; and how the process relates to examining student data.</td>
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</tbody>
</table>

Other (please specify)
### 2. Approximately what percentage of your Taking Action with Data PLC session is spent on the following:

<table>
<thead>
<tr>
<th>Activity</th>
<th>0-25%</th>
<th>26-50%</th>
<th>51-75%</th>
<th>76-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing/analyzing standardized formative and/or summative assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewing/analyzing classroom formative and/or summative assessments</td>
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<tr>
<td>Sharing instructional strategies aligned to the relevant curriculum</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Collaborating on instructional planning</td>
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<td></td>
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<tr>
<td>Coach-led activities not listed above (please clarify in the comment section)</td>
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<tr>
<td>Other (please clarify in the comment section)</td>
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<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### 3. What percentage of the time would you estimate you:

<table>
<thead>
<tr>
<th>Activity</th>
<th>0-25%</th>
<th>26-50%</th>
<th>51-75%</th>
<th>76-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave PLCs with action plans determined by the coach</td>
<td></td>
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<tr>
<td>Leave PLCs with action plans determined by the participants</td>
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<tr>
<td>Complete the follow-up actions prior to the next PLC session</td>
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<tr>
<td>Arrive to the next PLC prepared to reflect</td>
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<tr>
<td>Other (please specify)</td>
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</tr>
</tbody>
</table>
4. What is the value added in using student data to make instructional decisions in your planning and practice?

- Extremely high value added
- High value added
- Moderate value added
- Slight value added
- Low value added
- No value added
- Other (please specify)
5. Please rate your position on the following statements:
In these questions, data coach refers to the Wireless Generation coach in a Direct Facilitation School, or to the school coach in a Coach the Coach school.

<table>
<thead>
<tr>
<th>My data coach has effectively facilitated the use of our own data in the launching of the Taking Action with Data Program in my PLC</th>
<th>Very Strongly Disagree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Very Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The data coach adjusts the use of skills and concepts from the Framework according to the PLCs needs</td>
<td></td>
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<tr>
<td>There is a transparent, collaborative culture in my PLC</td>
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<tr>
<td>I feel comfortable discussing my students' classroom data with my peers</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>I feel comfortable discussing my students' state assessment data with my peers</td>
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</tr>
<tr>
<td>I feel my data coach has the appropriate skills to facilitate my PLC</td>
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</tr>
<tr>
<td>The data coach is responsive to my individual needs</td>
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</tr>
<tr>
<td>The data coach is responsive to the needs of my PLC</td>
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<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
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</tbody>
</table>
6. What percentage of time would you estimate:

<table>
<thead>
<tr>
<th></th>
<th>0-25%</th>
<th>26-50%</th>
<th>51-75%</th>
<th>76-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>An administrator or instructional leader is present in my PLC</td>
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</tbody>
</table>

Other (please specify)

7. Data Coach's Effectiveness:

<table>
<thead>
<tr>
<th>Rate your coach's effectiveness in helping you to develop your data skills</th>
<th>Extremely Poor</th>
<th>Below Average</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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</tbody>
</table>

Other (please specify)

8. What has been the most important thing you have gained or changed in your classroom since you began participating in the Taking Action with Data - Data Coach PLCs?

9. What would you do to improve your Taking Action with Data PLCs?

10. Additional Comments:
8. This section will focus on the non TADa PLC Sessions

The focus of the PLCs and Data Coach project requires each school to spend the equivalent of every other week on Taking Action with Data Framework, facilitated by a "data coach" and the other week on District or School Collaborative Planning. These questions are about the PLCs not requiring a "data coach".

1. Please select the answer that best describes your rating of the following:

<table>
<thead>
<tr>
<th></th>
<th>Very Strongly Disagree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Very Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our PLCs (at this point) are seamless and it is difficult to tell which are TADa PLCs and which are not.</td>
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<tr>
<td>We use the same format and structures for out TADa PLCs and our non-TADa PLCs</td>
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<tr>
<td>We establish an action plan, aligned to our instructional practice, at the end of each PLC</td>
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</tbody>
</table>

2. What is the primary focus or topic of your non-TADa PLCs?

[Blank space for answer]
3. We have adopted the following instructional-based program and use our PLC time for this implementation:

- Learning Focus Solutions
- DuFour Professional Learning Communities
- Common Core Alignment and Implementation
- Other (please specify)
9. Additional Comments

Please use this section to add any additional comments or suggestions for improving the Professional Learning Community time and the Data Coach Project.

Thank you for your time in completing this survey.

1. Narrative Feedback