

Pursuing Purposeful PLCs with Deliberate Roles at Silver Creek Primary

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Lead Teachers: Leah Timmons, Dawn Hall

Background Leading to Inquiry

- 3 year PLC journey
 - Center Grove Observation: On site observation (2 dates – 5 teachers and 1 administrator)
 - Las Vegas: Professional Learning Communities at Work (8 teachers and 1 administrator)
 - Indianapolis: Solution Tree – Solutions for Professional Development (2 teachers and 2 admin)
- Professional Learning led to seeing areas for improvement



Purpose of this Inquiry

Therefore, the purpose of our action inquiry was to...

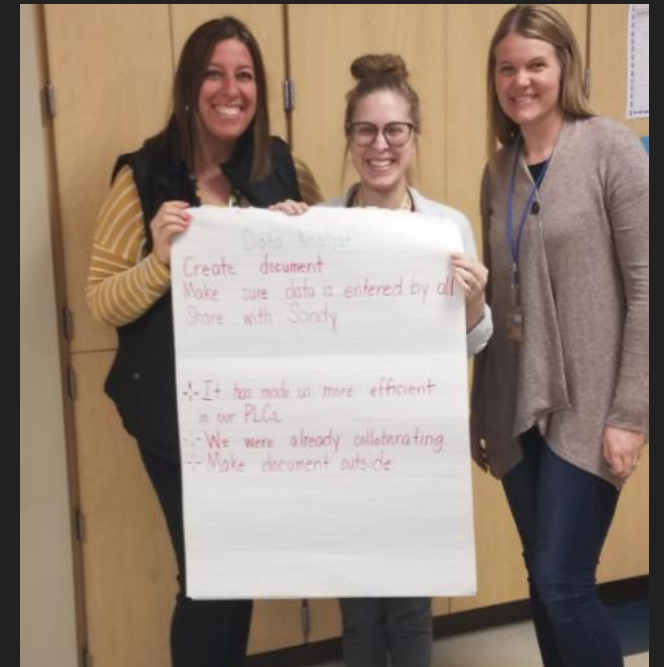
- Based off our learnings at the different trainings and through observations we found areas to focus to help tighten and foster collaboration.
- We wanted to examine personality traits of staff and determine if there are more productive ways of communicating.
- We strived to discover a more efficient way of collaborating to answer the 4 critical questions within the given PLC time frame.

□ We strive for ALL 4s!

Our Wondering

With this purpose, we wondered...

- Will creating job descriptions and roles within our PLC teams tighten instructional focus in order to improve instruction?
 - Do we have the correct roles?
 - Should we use personality traits?
 - How can we convey the importance of the roles?



Our Actions

- August: Personality Trait Questionnaire
- November: Pre Collaborative Team Rubric Self Evaluation
- December: Review results, discussed PLC job descriptions, determined role assignments, set goals for becoming a 4 team
- February: We met by job description to share roles within the teams
- March: Communicated with facilitators and recorders regarding next steps for each team
- April: We reviewed and discussed the roles each person holds within their team
- April: Post Collaborative Team Rubric Self Evaluation

Data Collection

- **Personality Trait Questionnaire**
- **Pre/Post Collaborative Team Rubric Self Assessment**
- **Interviews**
- **Peer Discussion**
- **Exit Tickets**



Our Data

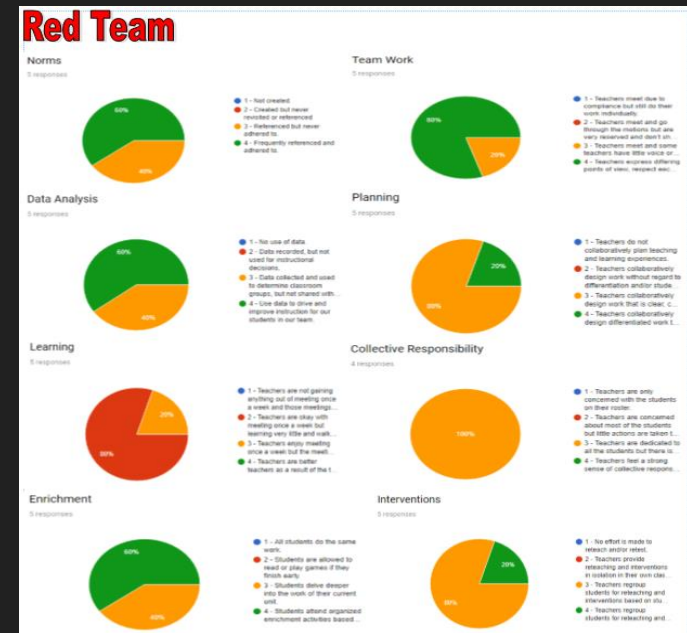
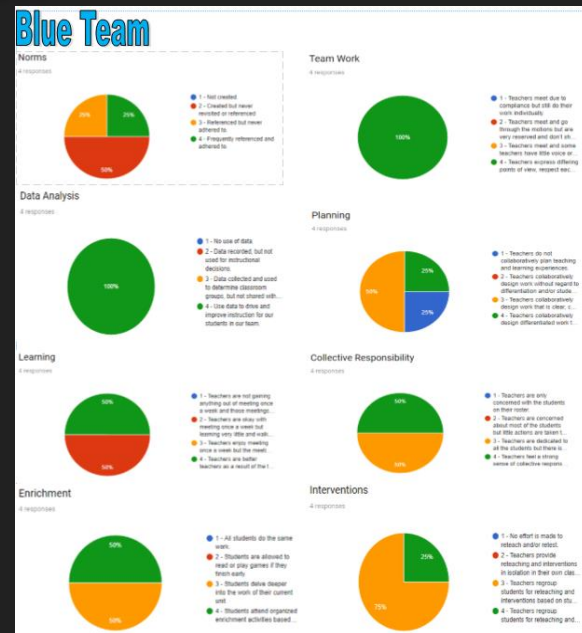
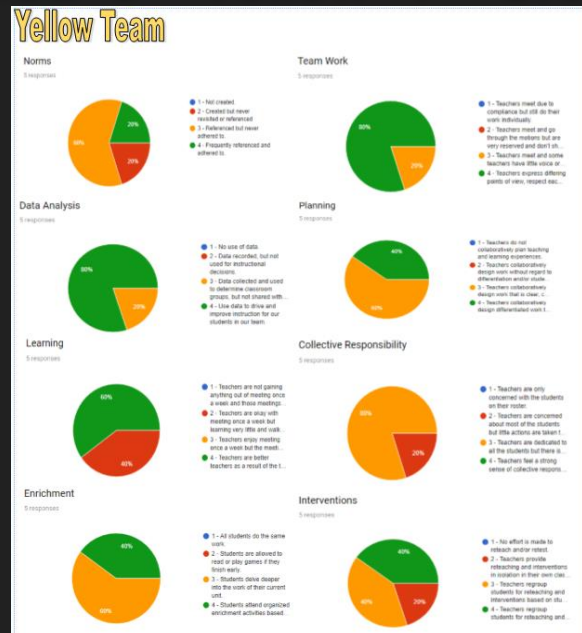
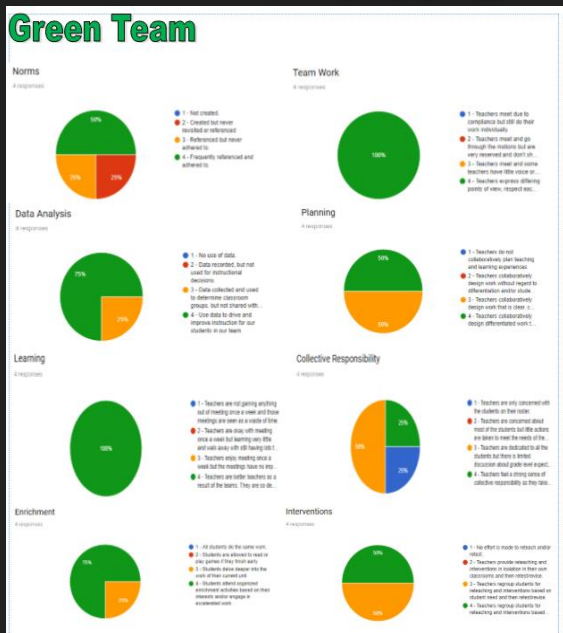
□ Personality Traits Questionnaire



TOOL: Using Your Style with Other Styles				
Your Style / Other Style	Analytical	Driver	Amiable	Expressive
Analytical	Establish priority of tasks to be done. Commit to firm time frames for your work and stick to them.	Take a deep breath, relax and slow down. With analyticals, you need to demonstrate you have considered all or most options or outcomes before moving ahead.	Cut short the social hour and get right down to the specifics. The more information you have to support your position, the better.	Translate your vision into specific tasks or goals. Involve analyticals in research and developing the details of the plan of action.
Driver	Organize your work around major themes; prepare "executive summaries" with headings or bullets that state the conclusions first and supporting data and analysis second.	Remind each other of your similarities and your need to adopt qualities of the other styles.	Don't take anything personally. Getting results is what counts with drivers; be decisive and dynamic. Emphasize the bottom line.	Take time to think about what your vision really is; translate it into action steps with objectives and timelines.
Amiable	Start off on a personal note, gravitate to project specifics and expectations; emphasize the greater good of the project.	Spend time up front gaining trust and confidence; be inclusive. Be sure to be specific about deadlines, even when it seems obvious.	Laugh with each other about how important it is being relational. Then focus on what we really need to accomplish here and do it.	Tell them how important the team concept is to making your vision a reality. Give amiables the job of team building to make the dream come true.
Expressive	Jazz up your presentation; try to think of the BIG picture. Involve the expressive in developing the "vision" or marketing of the plan.	Be patient and try to work with a flip chart to harness creative spirits. Emphasize time lines and due dates. Build in flexibility to allow the free rein of creativity.	Engage the expressive with appreciation of their vision and creativity. Harness this energy to deal with pesky but important details only they can address.	Remind each other of your tendency to generate a lot of ideas without thinking through how to implement them.

Our Data

Pre Assessment
1 = Blue 2 = Red 3 = Yellow 4 = Green



Our Data

- Identified next steps to tighten our teams.

Green Team

Next Steps

Planning

We are now switching classrooms and have 5 focused groups. Each teacher is planning for 1 group ~ switching kids

Yellow Team

Next Steps

Interventions

- Explore various options for utilizing WIN team.
- Share successes and strategies used.

Blue Team

Next Steps

Planning

- using our data from CFAs, we are going to start sharing resources and activities for specific skills that we will be teaching.

Red Team

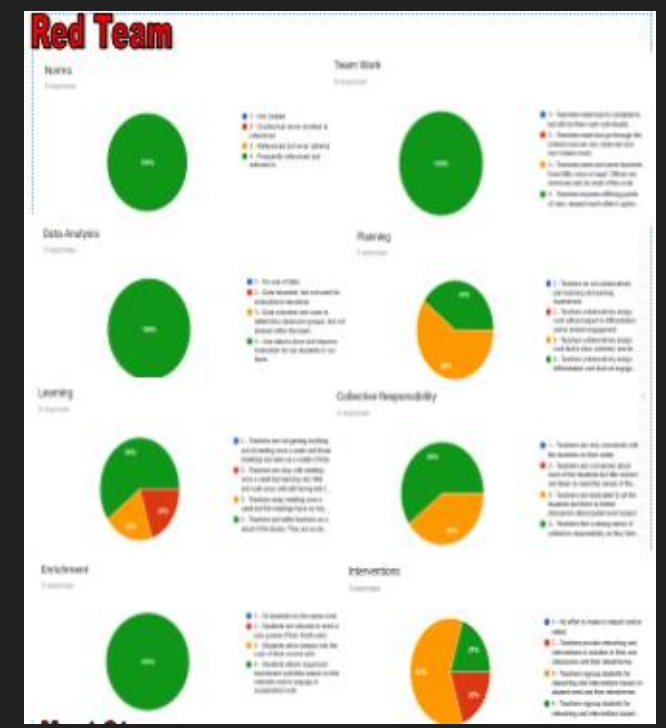
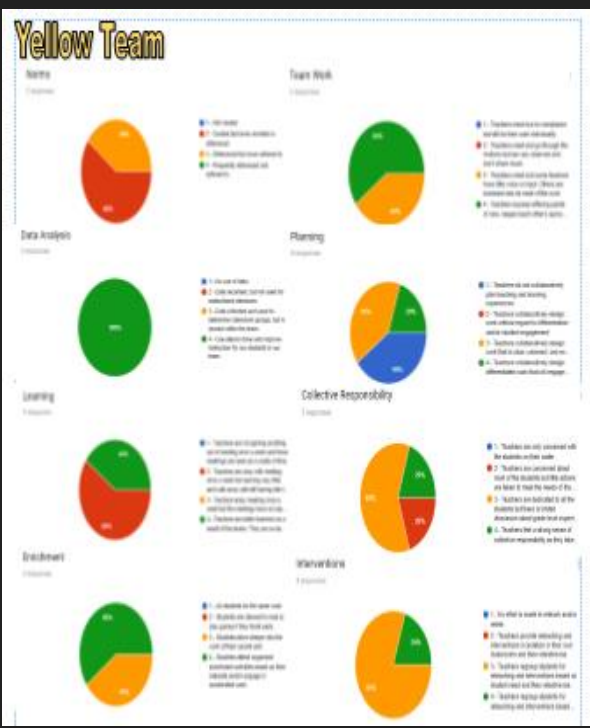
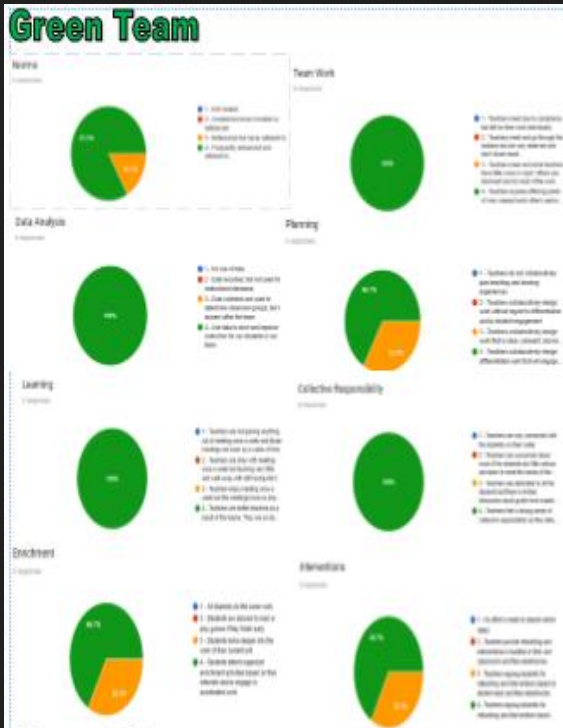
Next Steps

Planning

- bring laptop or ipad to look for & create resources
- bring your best idea for the week

Our Data

□ Post Assessment
 1 = Blue 2 = Red 3 = Yellow 4 = Green



Our Data

“This year the PLC created among my grade level, and specifically my team, has been one of flexibility and reflection. We come each week ready to reflect what is working/what is NOT and adjust accordingly. It can be hard to be flexible in these situations since we thrive on routines in education. However, I have found the more we adapt and move away from “fixed” thinking we tend to address more students needs and reach more students. One experience we found ourselves in this year was feeling like our WIN data was not ready before our meeting on Wednesdays and running the groups from Monday-Friday was not aligning well. We came together, reflected, and started running the group from Thursday-Wednesday. While this doesn’t feel “typical”, I feel like it made our meeting more meaningful as we now have our data from the prior Friday ready to go.”

~Kristen Lewis

Our Data

“I sometimes have a hard time staying in my own lane. I tend to do my job and everyone else’s. Having defined roles helped me by taking work off of my plate and made me depend on my team.”

~Leah Timmons

“I think having the roles has made us more efficient during our PLC time.”

~Ellie Marshall

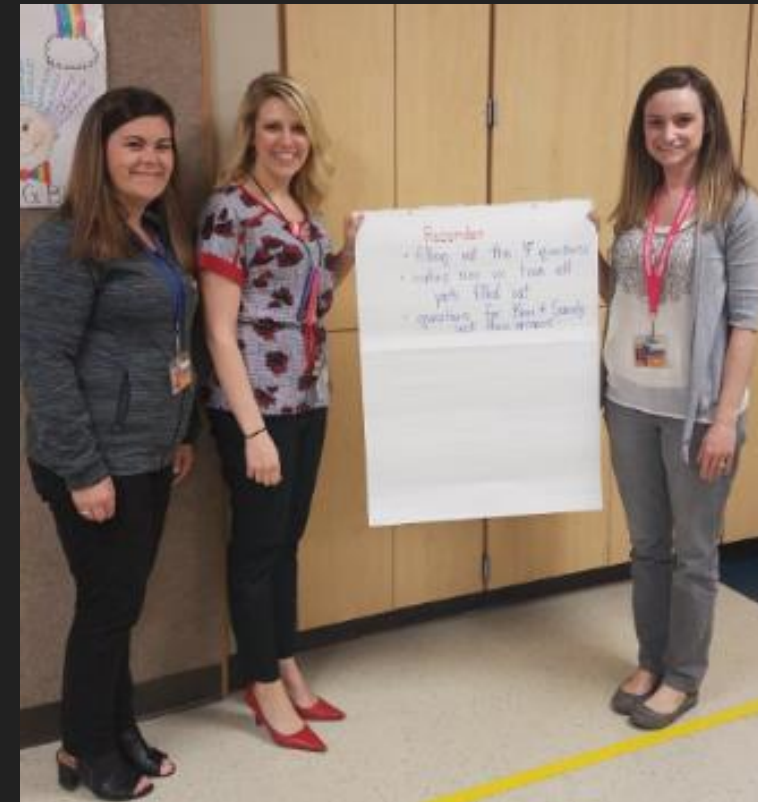
Our Discovery



- ❑ 85% showed collaborative teams maintaining or growing in targeted areas.
- ❑ All teams saw improvement in deliberate collaboration after adding specific roles.
- ❑ Based on Exit Tickets knowing personality traits has increased the level of teacher collaboration.

Where Are We Headed Next

- ❑ Next year when forming teams administrator will be intentional when grouping teachers to spread the knowledge base.
- ❑ Next year when forming the foundation in collaborative teams administrator will use feedback from the April staff meeting and the “What Works” charts.
- ❑ Next year evaluate if all 5 roles are needed based off of teacher feedback.



Bibliography

- Ianora, Joe. (2018). So Many People, So Many Personalities! How Do We Get on the Same Page?. Presented at the Professional Learning Communities at Work Institute, Las Vegas, NV.
 - http://partnerships.hivechicago.org/content/uploads/2016/06/01_Working-Styles-Assessment.pdf
- Killar, Jasmine. (2018). Professional Learning Communities Conference. Presented at the Indiana State Fairgrounds sponsored by IDOE and Solution Tree, Indianapolis, IN.

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Background That Led to Your Team's Inquiry:

Our school has been on a three year PLC journey. We have visited other sites on two different occasions, attended the Professional Learning Communities at Work conference in Las Vegas, and attended state professional developments. Through our continued learning of the PLC process, our team wondered if we could improve student learning by increased collaboration and effectiveness of our PLC teams to be more intentional with conversations concerning instruction. We examined the personality traits of staff and determined if there are more productive ways to communicate.

Statement of Your Team's Wondering:

With this purpose, we wondered if creating job descriptions and roles within our PLC teams would tighten instructional focus in order to improve student learning.

Methods/Procedures:

To gain insights into our wondering, we began with a personality survey. All staff members identified their personality traits and that of their colleagues. In November, each team completed a self-evaluation rubric to determine the effectiveness of their team. Teams used this data to assign roles and determine next steps to becoming an exemplary team. Teachers met by PLC roles to share their role within their team to help further develop the roles across the teams. Finally, each staff member used the same collaborative team rubric to reassess their team and see their growth.

Stating Your Team's Learning and Supporting it with Data:

Overall, we believe that our work to becoming more productive collaborative teams during the PLC meetings has improved our instruction. 85% of our collaborative teams maintained or showed growth in the eight targeted areas. All teams saw an improvement in deliberate collaboration after adding specific roles. Based on exit ticket evidence teachers shared that knowing personality traits of their colleagues has increased the level of teacher collaboration within the building.

Providing Concluding Thoughts:

We will continue the work we started with our action research project. I plan to use the data from the post assessment and the personality traits questionnaire to form teams in the upcoming years. Using this data will help by being intentional with grouping teachers to help spread the knowledge base.

References:

Ianora, Joe. (2018). So Many People, So Many Personalities! How Do We Get on the Same Page?. Presented at the Professional Learning Communities at Work Institute, Las Vegas, NV.

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