

**Professional Learning Teams
2011-2012
Summary Report**

There were sixty-four Professional Learning Teams that conducted research on a range of topics. The complete list of topics, organized by category, is enclosed with this document. All PLTs created a final report to document their process, findings, and recommendations. These will be posted on the Belmont Public Schools web site. In addition, next year’s Staff Development Handbook will include workshops stemming from the learning of the PLTs. In many cases, the workshop was suggested by colleagues on the PLT Conference Evaluation Form. These workshops will be led by BPS educators, supported with funding from our Title IIA grant for high quality professional development.

Feedback on this year’s PLT work was gathered in several ways:

- A course evaluation survey for the educators who completed the graduate course for new facilitators, Teacher Leadership in Professional Learning Teams;
- A conference evaluation form submitted at the end of the 2012 PLT Conference on May 23rd;
- An online survey distributed to all educators for individual feedback on the PLT professional development model; and
- An online survey distributed to all Leadership Council members for their feedback on the PLT process and its impact on their school or program. (This survey will not close until June 20, so results are not available yet.)

What follows is a summary of the data collected.

Facilitator Course Evaluation Form, April 2012

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The course met with a frequency that supported my needs as facilitator. [Oct., Nov., Dec., Jan., March, April]	81%	19%	-	-
2. As a result of taking the course, I have a clearer understanding of the role of professional learning teams in promoting educators’ professional growth that is directly connected to the instruction/work with their students.	52%	48%	-	-
3. The course supported me in the work of developing and finalizing the inquiry question.	52%	48%	-	-
4. The opportunity to get feedback from other facilitators supported my work as facilitator and our PLT’s ability to continue to make progress in our work.	86%	10%	4%	-

**Professional Learning Teams
2011-2012
Summary Report**

	Strongly Agree	Agree	Disagree	Strongly Disagree
5. The course supported me for the task of planning the PLT session agendas.	48%	52%	-	-
6. The course taught me facilitation skills (group norms, protocols, etc.) to lead my PLT.	38%	62%	-	-
7. The course taught me how to measure the impact of our PLT action research.	14%	81%	5%	-
8. <i>The Power of Protocols</i> was a useful resource.	19%	67%	14%	-
9. Edline was a useful tool for accessing course materials.	38%	48%	14%	-

PLT Conference Evaluation Form, May 2012

Number of presentations attended	0	1	2	3	4
	40%	33%	21%	5%	<1%
Presentation length was adequate	Strongly agree	Agree	Disagree	Strongly disagree	
	40%	52%	3.4%	4.5%	
I can use what I learned in the presentations in my work with students.	Strongly agree	Agree	Disagree	Strongly disagree	
	22.5%	60%	16%	1%	
Number of exhibits visited	0-5	6-10	11-15	16-20	21-25+
	31%	31%	22%	2%	14%
I can use what I learned from the exhibits in my work with students.	Strongly agree	Agree	Disagree	Strongly disagree	
	14%	66%	13%	7%	
Overall, the conference was a valuable PD experience	Strongly agree	Agree	Disagree	Strongly disagree	
	23%	50%	21.5%	5%	

**Professional Learning Teams
2011-2012
Summary Report**

Online Survey on PLTs, June 2012

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel good about the work my PLT did.	22%	67%	9%	2%
2. My PLT was able to answer our inquiry question or make progress toward answering the question to our satisfaction.	22%	67%	9%	2%
3. My PLT made a difference in my work with students.	22%	53%	21%	4%
4. I want to continue working in a PLT in the future.	21%	46%	23%	10%
5. My students benefitted from at least one strategy that I learned in my PLT.	22%	60%	6%	12%
6. My PLT used data to inform our work.	15%	62%	19%	4%
7. I contributed to the success of my PLT.	42%	58%	-	-
8. My PLT developed our inquiry question based on an area where our students have difficulty.	26%	57%	15%	2%
9. My PLT produced data pertinent to student outcomes.	15%	44%	31%	10%
10. My PLT has results that may be beneficial to my colleagues.	25%	63%	10%	2%
11. The PLT process honors my knowledge and expertise.	14%	70%	10%	6%
12. I view my colleagues as knowledgeable experts.	44%	52%	2%	2%
13. Our meeting time was productive.	26%	62%	8%	4%
14. The PLT process has increased collegial/professional conversations around my topic and/or other PLT topics.	25%	63%	12%	-
15. I feel that I have learned and grown professionally as a result of my PLT.	19%	65%	12%	4%

**Professional Learning Teams
2011-2012
Summary Report**

This survey was first administered in June 2011 after the first year of PLTs.

Online Survey on PLTs, June 2011

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel good about the work my PLT did.	34%	52%	11%	3%
2. My PLT was able to answer our inquiry question or make progress toward answering the question to our satisfaction.	31%	59%	9%	<1%
3. My PLT made a difference in my work with students.	21%	57%	18%	4%
4. I want to continue working in a PLT in the future.	24%	55%	14%	7%
5. My students benefitted from at least one strategy that I learned in my PLT.	25%	60%	11%	4%
6. My PLT used data to inform our work.	35%	56%	9%	<1%
7. I contributed to the success of my PLT.	44%	51.5%	3.5%	1%
8. My PLT developed our inquiry question based on an area where our students have difficulty.	41%	52%	5%	1%
9. My PLT produced data pertinent to student outcomes.	29%	47%	21%	3%
10. My PLT has results that may be beneficial to my colleagues.	33%	56%	9%	2%
11. The PLT process honors my knowledge and expertise.	27%	59%	10%	4%
12. I view my colleagues as knowledgeable experts.	52%	46%	2%	-
13. Our meeting time was productive.	29%	57%	13%	2%
14. The PLT process has increased collegial/professional conversations around my topic and/or other PLT topics.	21%	60%	16%	3%
15. I feel that I have learned and grown professionally as a result of my PLT.	18%	60%	18%	4%

**Professional Learning Teams
2011-2012
Summary Report**

Here is a table comparing the results from 2011 and 2012:

	June 2011 Strongly agree/Agree	June 2012 Strongly agree/Agree
1. I feel good about the work my PLT did.	86%	89%
2. My PLT was able to answer our inquiry question or make progress toward answering the question to our satisfaction.	90%	89%
3. My PLT made a difference in my work with students.	78%	75%
4. I want to continue working in a PLT in the future.	79%	67%
5. My students benefitted from at least one strategy that I learned in my PLT.	85%	82%
6. My PLT used data to inform our work.	91%	77%
7. I contributed to the success of my PLT.	96%	100%
8. My PLT developed our inquiry question based on an area where our students have difficulty.	93%	83%
9. My PLT produced data pertinent to student outcomes.	76%	59%
10. My PLT has results that may be beneficial to my colleagues.	89%	88%
11. The PLT process honors my knowledge and expertise.	86%	84%
12. I view my colleagues as knowledgeable experts.	98%	96%
13. Our meeting time was productive.	86%	88%
14. The PLT process has increased collegial/professional conversations around my topic and/or other PLT topics.	81%	88%
15. I feel that I have learned and grown professionally as a result of my PLT.	78%	84%

2011-2012 PLT REPORTS

Assessment

- All the Classroom's a Stage: Using Performance Assessment to Measure Higher Order Thinking
- Come Play Again – Social Skills Checklist to Assess Preschool Students' Development
- Student Self-Assessment in the English Classroom – High School

Communication

- Improving Students' Interpersonal and Presentational Communication Skills in a Foreign Language
- Leaving the Comfort Zone: Increasing Student Speaking on Foreign Language Immersion Days
- The Power of Communication: Teaching Oral Communications Skills to High School Students

District

- Curriculum Quality Assurance
- Belmont and the Massachusetts Teacher Evaluation System

Fine and Performing Arts

- Teaching Kids to Sing
- Teaching Music Through Performance
- Inside the Mind of the Artist

Math

- 4 Links – Math Graphic Organizers
- A Math Unit That Truly Measures Up!
- Pilot of Fifth Grade Geometry and Measurement Units in Three Different Math Texts
- Improving Math Reference Sheets at CMS
- Identifying and Quantifying the Achievement Gap in Mathematics between African American/Black Students and the Aggregate Student Population
- Number Concepts in the Classroom – 1st grade
- Record Keeping in RtI – Elementary Math
- Assessing Math Concepts

Media Literacy

- This We Believe: Media Literacy Education is Essential for Today's 21st Century Learners

Meeting Students' Needs

- Aiding the Aides – Collaboration between Middle School Teachers and Aides
- Bringing Cultural Responsiveness to Belmont High School
- Improvement Plan for Targeted Learning/Team Time – Middle School
- Managing Challenging Behaviors using ABA and CBT
- Special Education Professional Development
- The Accommodating Truth – Meeting Students' Needs in Unified Arts Classes in Middle School

Reading

- Building Reading Motivation in Kindergarten
- Implementing Reading “RTI” in the Middle School Classroom
- Just the Facts: Teaching Students the Tools of Nonfiction Reading
- Response to Intervention – Literacy
- Kindergarten Literacy Curriculum Time Table
- Grade 2 English Language Arts Curriculum Mapping
- Butler Fourth Grade Reading Curriculum
- Improving Children’s Written Responses to Literature – Middle School
- Language Based Learning Disability Pre/Post Assessments – High School Reading Comprehension
- Scope and Sequence: Butler School’s First Grade Literacy Curriculum Map for Reading
- Scope and Sequence: Developing a Third Grade Literacy Curriculum Map
- Picture This! – Visualizing to Improve Reading Comprehension

School Culture and Climate

- Burbank Core Values: Love of Learning, Respect, & Well-being
- Butler School Family Friends Program
- How to Fill A Bucket: Introducing Common Language and Revamping Recess Expectations
- Positive Behavior Intervention Support at the Daniel Butler School
- School Connectedness – middle School
- Student and Staff Perspectives: What It’s Really Like to Learn and Work at BHS

Science

- Investigating Best Practices for Maximizing Student Understanding of Lab Activities
- Science Students: What are they thinking?

Social Studies

- Social Studies Research Projects (Nonfiction Writing) – 4th grade
- Teaching Students to Collect, Analyze, and Represent Data
- The Social Studies Textbook: Structuring Independent Learning

Student Motivation and Engagement

- Classroom Games and Student Motivation
- Cross-Disciplinary Learning in High School
- Freshmen Academic Survival Guide
- Models and Approaches to Interdisciplinary Teaching and Learning in our School Community – CMS

Technology

- Enhancing Instruction in Elementary Classrooms Using Technology
- Incorporating Technology in the Writing Process

Wellness

- Eating Healthy Using My Plate Food Model
- Effects of Exercise on Student Focus in Classroom Instruction
- Improving Upper Body Strength and Endurance

Writing

- How To Implement the Common Core the “Write” Way – Kindergarten writing
- Can We Persuade You? - 3rd Grade Persuasive Writing Unit
- Hooked on Conventions – Grade 3 Writing
- Research & Writing in 8th Grade Humanities
- Second Grade Writing
- Writing in First and Second Grade Using 6 +1 Writing Traits