



Improving Teacher Professional Development by Reinventing PLCs

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EXECUTIVE SUMMARY

WOODROW WILSON VISION: Woodrow Wilson High School will be the role model of an exemplary educational experience which sets the benchmark for inclusion, equity, and a world-class education for all schools to emulate.

WOODROW WILSON MISSION: By knowing every student personally, we will create educational experiences that maximize social, emotional, and academic growth so every Wildcat graduates career and college-strong.

Despite being the top comprehensive high school in areas of athletics, performing arts, and academic achievement, people (on all levels) when surveyed routinely responded negatively to questions related to engagement and their growth as a learner. Being a large, diverse, comprehensive high school, most programs were designed to garner results associated with program or school ratings. Prior to my arrival at Woodrow Wilson, the administrative culture afforded teachers full autonomy and minimal oversight as long as student outcomes were favorable.

As a result, a minority group of students and educators were able to outperform other Dallas ISD and similar schools across the state to earn the reputation as the top comprehensive high school in the District. Transactional relationships relegated students into different tiers and worth became linked to short-term accomplishments. Over the course of the project, we began to incorporate elements that would put designing for learners alongside designing for results. By creating learner profiles and then applying human-centered principles to adult learning, we hoped to develop agency with professionals who would move from dependent to independent learners. Rather than teaching teachers, our campus administration ventured to improve teacher professional development by facilitating learning through professional learning communities.

Through this project, we have learned the complexities of creating an equitable learning experience where all learners feel like they belong at Woodrow Wilson High School. Future work aligned with this project will lead us to our aspirational vision creating a model for all schools to emulate.

TARGET AUDIENCE

- Teachers through professional learning communities (PLC)
- Campus Administration Team
- Campus Instructional Leadership Team
- All Students



MEASURES OF SUCCESS & IMPACT

- Based on the fall teacher climate survey, most of the items that increased in positive responses were from the category of "Culture and Feedback and Support." We saw double-digit gains in:
 - "My team experiences with colleagues this year helped me improve my instruction" (60.9% to 76.2%)
 - "My campus leadership helps me improve the quality of my instruction" (26.1% to 40.5%)
 - And the largest gain was in "The PD sessions at my school this year helped me improve my instruction" (18.8% to 40%)
- We also saw a double digit gain in the question related to: "The principal has confidence in the expertise of the teachers." (29% to 47.6%)