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**LETTER OF UNDERSTANDING
BETWEEN DEARBORN BOARD OF
EDUCATION
AND
DEARBORN FEDERATION OF
TEACHERS**

**Professional Learning Communities
2017-18**

Professional learning community (PLC) as defined by DuFour – Is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. Why is this so important? PLCs are important for educators to provide collaboration time to analyze data, use the collected information, and plan rigorous instruction to move students forward.

Dearborn Public Schools believes that PLCs are critical to student success and meaningful teacher collaboration. The district has created a structure to promote PLC's, worked with administrative staff and teaching staff to provide professional learning opportunities. In addition, PLC time has been built into teacher contracts. Many administrators have provided additional time for staff to have PLCs throughout the school year.

A(Continuous Process Improvement Team (CPI) team was created to provide consistency in PLCs across the district. The CPI team which includes, teachers, building administrators, and central office administrators was formed as listed in the Strategic Plan to discuss and deliver a system of support for continuing to strengthen the PLC model for Dearborn Public Schools. The team identified that staffing changes and inconsistency in implementation of the PLCs from building to building has had the greatest impact on maintaining consistency of PLCs throughout the district. Staffing changes may include transfers, new hires, reduction of staff, and changes to administration.

The goal of the CPI team was to create a guide to support the implementation and ongoing development of PLCs in each building and across the district. The guide outlines a clear systemic approach and process for PLCs. The PLC guide is intended to be used as a resource for building level teams to create a system of support to help nurture initiatives. The guide creates common language based on DuFour's, and will create a commitment to student achievement.

Creating consistency across the district for PLCs will embrace high levels of learning for all students.

For the complete CPI PLC booklet, which includes District survey data, references, and recommendations click here.

<https://docs.google.com/a/dearbornschools.org/document/d/1XVtvUyrmsCV4gFin5C5g4igy-w1mVTQRVX1RqfW-9Vc/edit?usp=sharing>

In addition, the Superintendent has created a page on his blog that is dedicated to PLCs with resources and information. [Click Here to Visit the site.](#)

Based on the findings of this study this Letter of Agreement initiates the implementation of the recommendations presented, specifically at Edsel Ford High School, Fordson High School, Dearborn High School (pilot content area), Salina Intermediate School, Smith Middle School, and Becker Elementary School.

An overview of PLC pilot features include:

- *Survey staff of potential pilot buildings to gauge support. - **Completed October, 2017***
- *Buildings with a majority of willing participants will be given the opportunity to participate in a PLC two times a month in addition to PLC time already embedded in the school calendar. - **Schools listed were identified by the survey referenced above.***
- *Pilot schools will begin PLC collaboration sessions during second semester of the 2017-18 school year. Hour long sessions will be scheduled twice a month outside of the contractual workday (i.e. before or after school).*
- *Participants will earn an hourly stipend of \$35 for each PLC hour in addition to the contractual work day. The stipend will be paid for the extra 2 hours per month. In addition, expenses for attendance at any PD, conferences and/or retreats outside of the contractual work day will be paid with prior approval of administration.*
- *Pilot building administration will determine the PLC day and time by considering scheduling conflicts such as coaching (adjust coaching to begin later that day), staff meetings, high school ASAP courses, new teacher PD calendar, union meeting Tuesdays, etc. Administrators will collaborate with the building School Improvement Committee and/or leadership team to schedule the additional two hours per month.*
- *Teacher participation is highly encouraged, however participation is voluntary during second semester of 2017-18.*
- *Collaborative teams using this additional PLC time will share norms, goals, artifacts and timelines with administrators. Administrators will give feedback and support. Artifacts include: norms, goals, agendas, data protocols, common assessments, intervention schedules, etc.*

- *DFT President, pilot schools' administration and teachers will solicit and collect feedback regarding implementation during second semester of the 2017-18 school year. This information will be used to determine the next steps of implementation.*
- *Purpose of the additional two hours per month outside the contractual workday is to provide additional opportunities for collaborative teams to implement the PLC process:*
 - What do we want students to learn?
 - examining standards
 - identifying essential standards
 - lesson pacing
 - lesson planning
 - How do we know they will have learned it?
 - creating formative assessments
 - instructional dialogues
 - What will we do when they don't and when they do?
 - analyzing student data/work and planning for interventions and/or enrichment
 - apply shared best practices
 - consider MTSS process or other interventions

This agreement will apply until the expiration of the 2013-18 contract.

For the Board of Education
Of the School District of the
City of Dearborn

For the Dearborn Federation of Teachers

Glenn Maleyko
Dr. Glenn Maleyko, Superintendent

Christine Sipperley
Christine Sipperley, DFT President

01/10/18
Date

1/10/18
Date