

# Professional Learning Communities: Team Indicators of Progress (1)

<b>Stage 1: Inquiry</b> <i>Focus of Learning is External</i>	<b>Stage 2: Initiation</b> <i>Learning is Efficient and Cooperative</i>	<b>Stage 3: Implementation</b> <i>Learning is Data-Driven and Collaborative</i>	<b>Stage 4: Institutionalization</b> <i>Learning is Generative and Systemic</i>
<b>All team members...</b>			
<b>PLC UNDERSTANDING</b> <ol style="list-style-type: none"> <li>1. Accurately say what PLC stands for and articulate the four questions.</li> <li>2. Describe what a PLC does and why they are important.</li> <li>3. Articulate what makes a PLC different from a grade-level or department team; how they work together and how they use data.</li> <li>4. Describe their PLC as “the way we work and learn together as professionals to improve student achievement.”</li> </ol>		<b>COMMUNICATIONS</b> <ol style="list-style-type: none"> <li>1. Share information with their PLCs and with their principal.</li> <li>2. Share information within their content areas/grade-levels.</li> <li>3. Share information openly on a school wide basis. Multiple forms of communication are used including technology, presentations, ongoing updates, etc.</li> <li>4. Share information in appropriate forums that detail progress of students, instructional improvements, assessment strategies, and new learning.</li> </ol>	
<b>NORMS</b> <ol style="list-style-type: none"> <li>1. Have a set of norms for how the team will work together.</li> <li>2. Post team-developed group norms in clear sight when meeting.</li> <li>3. Periodically review posted norms and refer to them during meetings to support their active use.</li> <li>4. Automatically behave in accordance with their team-developed norms. Adjust norms as needs arise.</li> </ol>		<b>FOCUS OF CONVERSATIONS</b> <ol style="list-style-type: none"> <li>1. Discuss students and plan classroom interventions.</li> <li>2. Discuss student learning needs and share instructional strategies.</li> <li>3. Collaboratively examine student work and plan strategies that all members will use based on student learning needs.</li> <li>4. Engage in dialogue around instructional innovations focused on the differentiated needs of students.</li> </ol>	
<b>MEETING PROCESS</b> <ol style="list-style-type: none"> <li>1. Meet on a regular basis. Meeting protocols such as agendas and meeting records/goal sheets are kept.</li> <li>2. Meet on a regular basis. Use standard meeting protocols and effective meeting practices to manage their time and participation.</li> <li>3. Meet on a regular basis. Use standard meeting protocols and incorporate the use of tools and group process techniques that aid in effective collaboration. Time in meetings is well spent; participation is broad-based.</li> <li>4. Meet on a regular basis. Develop and use a variety of meeting protocols, tools and group process techniques based on the changing needs of the team. Time in meetings is efficient and effective; broad-based participation is the norm.</li> </ol>		<b>DATA</b> <ol style="list-style-type: none"> <li>1. Look at state test data to identify grade level or content gaps in overall achievement. Disaggregate data by subgroups and standards.</li> <li>2. Use state/local assessments to determine grade level or content specific learning strengths/weaknesses; do line-item analysis.</li> <li>3. Analyze a variety of student learning results on an ongoing basis to identify achievement gaps in specific skill areas, related to specific standards.</li> <li>4. Develop pattern of regular analysis of period-specific data on common formative and summative assessments to make early and frequent instructional adjustments, and personalize student support. Targeted differentiation based on their own student data as it relates to key standards and SMART goals.</li> </ol>	

## Professional Learning Communities: Team Indicators of Progress (2)

<b>Stage 1: Inquiry</b> <i>Focus of Learning is External</i>	<b>Stage 2: Initiation</b> <i>Learning is Efficient and Cooperative</i>	<b>Stage 3: Implementation</b> <i>Learning is Data-Driven and Collaborative</i>	<b>Stage 4: Institutionalization</b> <i>Learning is Generative</i>
<b>All team members...</b>			
<b>GOALS</b> <ol style="list-style-type: none"> <li>1. Have grade-level/content area course or unit goals.</li> <li>2. Have common content area or unit SMART goals.</li> <li>3. Have collaboratively developed SMART goals based on data that focus on improving student learning; monitor progress toward their goals on regular basis.</li> <li>4. Have collaboratively developed SMART goals based on data that focus on improving student learning; monitor goals on ongoing basis using formative assessments. Use goals to guide research on best instructional practices and plan own professional development.</li> </ol>		<b>PROFESSIONAL LEARNING</b> <ol style="list-style-type: none"> <li>1. Attend workshops that are offered by school or district.</li> <li>2. Actively seek out professional learning opportunities.</li> <li>3. Collaboratively analyze data and monitor goal progress to identify professional learning opportunities based on student needs. PLC teams identify their own needs for support.</li> <li>4. Create and present professional learning opportunities directly related to improvement goals. Embed a variety of methods for professional learning into PLC work (e.g., Lesson Study, Action Research, Peer Coaching, etc.) PLC teams identify their own needs for support.</li> </ol>	
<b>ASSESSMENTS</b> <ol style="list-style-type: none"> <li>1. Use classroom quizzes and unit tests to assess student performance. Have at least one test that is common to all.</li> <li>2. Use formative assessments to assess student performance.</li> <li>3. Collaboratively create common formative assessments to track student learning progress on targeted standards.</li> <li>4. Collaboratively create common formative and summative assessments within their SMART goal area to inform teachers' instructional decisions.</li> </ol>		<b>LEADERSHIP CAPACITY</b> <ol style="list-style-type: none"> <li>1. Contribute to the topics and processes for PLC work.</li> <li>2. Rely on a team leader to set direction for the team (e.g., department chair, administrator, PLC leader, etc.)</li> <li>3. Have an opportunity to act as leaders to set direction for the team.</li> <li>4. Share or rotate leadership roles equally and collaboratively define the group's direction.</li> </ol>	
<b>CURRICULUM</b> <ol style="list-style-type: none"> <li>1. Select common standards by content area to focus improvement efforts.</li> <li>2. Identify power standards/essential learnings for every course, unit or grade-level/content area.</li> <li>3. Use a common, shared curriculum for each course or grade-level/content area. Improvement is focused on power standards/essential learnings.</li> <li>4. Confirm a guaranteed viable curriculum both vertically and horizontally for every content area or course sequence.</li> </ol>		<b>TEAM GOAL/TEAM DEVELOPED QUALITY INDICATOR</b> <ol style="list-style-type: none"> <li>1. -</li> <li>2. -</li> <li>3. -</li> <li>4. -</li> </ol>	