PROGRAM EVALUATION SUMMARY

PART ONE   **Annual Report Date:**
Program Name(s): Professional Development
Person(s) responsible for program evaluation:
Associate Superintendent – Curriculum & Instruction
District Professional Development Committee Chairpersons

General Program Description:

Professional Development is led by a teacher elected committee representing each building in the district. The mission of the District Professional Development Committee (DPDC) is to provide teachers with the appropriate instructional skills necessary to ensure effective learning occurs for each student. The mission has implications for on-going sustained training in effective classroom practices, authentic instruction, instructional leadership, technology, and assessment. Effective professional development is on-going, collaborative, job embedded, data driven and results in increased student achievement. To meet those goals, the program allows teachers to meet in collaborative teams to focus on improved student achievement. In accordance with the Excellence of Education Act, the District Professional Development Committee:

- Assists new teachers through a mentoring program
- Assesses faculty in-service needs, identifying instructional concerns and remedies
- Presents ideas about classroom instruction to the administration
- Serves as a confidential consultant if requested by a teacher.

All professional development is tied to the district Comprehensive School Improvement Plan and the MSIP Professional Development standards.

Program goals and/or objectives for the current two-year period:

Goal 1 Professional Learning Communities: We will guide and support each building's efforts to build a collaborative professional learning community focused on increasing student achievement.
Goal 2 Increased Student Learning: We will provide high quality professional development that focuses on effective, research based practices to ensure effective learning occurs for each student, every day.
Goal 3 Data Driven: We will make instructional and program decisions based on the analysis of multiple data sources.
Goal 4 New Teacher Induction: We will provide an effective new teacher induction program to ensure a quality staff committed to our district's mission.
Description of the process to be used to evaluate the program's effectiveness:

Evaluation of the effectiveness of each professional development activity and the professional development plan as a whole will be made through an analysis of student

achievement data. Monitoring and review will provide data to determine both district-wide and building-level improvement in student achievement. This data will then be used to focus additional activities on areas of concern. The criteria utilized in determining the effectiveness of the professional development program will include:

- Standardized test scores
- Student performance goals as outlined in the district CSIP
- Staff, student and parent surveys

In addition, the professional development program will be evaluated by analyzing its impact on the individual growth of staff members. Criteria will include;

- Number of Continuing Education units earned
- Number of teachers attending workshops and implementing new strategies as a result of the workshops
- Increased number of teachers leading in-district workshops
- Recognition by outside organizations of individual teachers and programs

Commissioner's Award Scoring Guide

Aligned to MSIP 5 and Learning forward's Professional Learning Standards

CONTEXT			
LEARNING COMMUNITIES	**Standard:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement collective responsibility, and goal alignment. (Related to MSIP 5 Standard 10.1,10.3,10.4)		
Level 1	**Level 2**	**Level 3**	**Level 4**
● Planning time is primarily used for individual planning or on non-instructional issues. ● No attempt is made by teams to align Professional Learning with district or building goals. ● The administration does not provide teachers support of training to build collaboration skills, and never checks for implementation of skills. ● Educators seldom share what they learned through Professional Learning. ● There is little evidence of focused collaboration on student achievement.	● Staff sometimes works with others on non-instructional group concerns or personal issues. ● Some attempt is made to align Professional Learning to the district's Comprehensive School Improvement Plan (CSIP) and/or the building-level goals. ● The administration provides little support to collaborative teams, but rarely monitors the fidelity of implementation. ● Educators occasionally report information learned from Professional Learning to colleagues. ● Staff gain an understanding of new content, but cannot translate the knowledge into new practices that relate to student achievement.	● Most staff teams focus their planning for instruction on improving student learning in subject matter, grade level teams, or periodically during the regular school day. ● Collaborative teams align Professional Learning with the district's CSIP and building level goals. ● The administration provides support to collaborative teams and occasionally monitors fidelity of implementation. ● Educators often share and model lessons learned from Professional Learning will colleagues. ● Professional Learning often promotes the practice of new skills that would improve student achievement.	● All staff participates in regularly scheduled, on-going school based collaborative teams focused on student learning that meet during the regular school day. (engage in continuous improvement) ● Collaborative teams use data and are regularly involved in a variety of professional growth activities to improve student learning that include examining student work, developing lesson plans, and assessing the effectiveness of instruction (collective responsibility) while focusing consistently on district and building-level goals (CSIP/SIP) (create alignment and accountability) ● The administration provides training and support that enables faculty serve as skilled facilitators and monitors implementation of new skills. ● Educators consistently implement and collaboratively reflect on their learning from professional development. ● There is consistent evidence of focused collaboration using student achievement and data-driven decision-making.

CONTEXT			
LEADERSHIP	**Standard:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. (Related to MSIP 5 Standard 10.1,10.4,10.7a, b, d, e, f)		
Level 1	**Level 2**	**Level 3**	**Level 4**
● The leader makes all decisions with little or no input from the learning community. ● Student achievement is poor and/or showing little improvement. ● Teachers serve in no instructional leadership roles within the school or district. ● Teachers and administration do not collaborate in planning for learning activities. ● Administrators have no expectations for implementation of new classroom practices ● Leaders cannot explain the link between SIP/PD Plan and student achievement. ● Leaders do not have support systems in place to ensure high quality professional learning designs occur.	● The leader sporadically seeks input from the learning community. ● Student achievement is static and/or only showing short-term improvement. ● Teachers serve as unofficial instructional and professional development leaders. ● Teacher and administrators rarely collaborate on professional learning initiatives. ● Administrators articulate the purpose of professional learning, but do not discuss expectations for implementation of new classroom practices. ● Leaders can explain their School Improvement Plan (SIP) ● Leaders have looked at possible support systems to ensure high quality professional learning designs occur; however, only one thing has been put in place.	● The leaders consistently nurture collegiality within the learning community and learning teams. ● Student achievement is showing some long-term improvement linked to effective leadership. ● Teacher leaders serve as designated leaders on committees and as instructional coaches or mentors. (10.3) ● Teachers work with administration to plan and implement Professional learning initiatives ● Administrators discuss expectations for implementation of teacher practices related to professional learning initiatives and student achievement. ● Leaders can explain SIP and PD Plan integration. ● Leaders have support systems in place to ensure high quality professional learning designs occur for most staff.	● Leadership teams are in place at all levels and focus on continuous instructional improvement (10.1). ● Student achievement is high and can be linked to a high quality school improvement plan; quality, focused professional development; and exemplary leadership (10.1) ● Teachers serve on committees that make instructional decisions for the school and district and help to develop guidelines that support these practices. ● Teachers work with administration and colleagues to promote, advocate and monitor the implementation of learning initiatives. (10.4) ● Administrators work with staff to create rubrics that clearly describe expected classroom practices associated with professional learning initiatives. ● Leaders can explain the link between their school improvement plan, which includes PD, and student achievement. (10.1) ● Leaders have created support systems and structures to ensure the continuation of high quality professional learning designs for all staff throughout the entire year. (10.6)

CONTEXT			
RESOURCES	**Standard:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning. (Related to MSIP Standard 10.8)		
Level 1	**Level 2**	**Level 3**	**Level 4**
● Monies have been cut and professional learning has been reduced and there is not adequate monitoring of resources. ● The staff has minimal access to facilities, resources and personnel to support adult learning and collaboration. ● The staff is given minimal time for adult learning and collaboration. ● The district has not prioritized professional development goals and resources with CSIP. ● No access is available to expertise for assist with solving instructional problems or developing knowledge and skills	● Money for Professional Learning is only provided from school funds and little monitoring of resources occurs. ● The staff has some access to facilities, resources and personnel to support adult learning and collaboration. ● The staff is given some time for adult learning and collaboration. ● The district has identified a large number of PD goals, which results in a lack of sufficient resources to accomplish goals. ● Limited access is available to expertise that can assist with solving instructional problems or developing knowledge and skills.	● Professional Learning is a line in the budget with amount s from various sources dedicated to focused Professional Learning, which is aligned with the CSIP and the resources are monitored twice yearly. ● Facilities, resources and personnel are readily available to support staff learning. ● The staff is regularly provided time for adult learning and collaboration. ● The district has identified a small number of goals, but limited resources support those goals. ● Internal expertise is available to assist with solving instructional problems or developing instructional knowledge and skills.	● Various funds provide monies allocated for Professional Learning and are prioritized and aligned with the CSIP with quarterly monitoring of resources. ● The staff and Board consistently provide facilities, resources and personnel to support staff learning. ● The school community consistently participates in adult learning and collaboration. ● The district is focused on a small number of high-priority goals and coordinates resources to support their accomplishment. ● Both internal and external professional development expertise are regularly accessed in order to develop internal capacity.

PROCESS			
DATA	**Standard:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning. (Related to MSIP Standard 10.6)		
Level 1	**Level 2**	**Level 3**	**Level 4**
● There is little or no evidence that staff works together to analyze student data, monitor progress and the impact on achievement. ● Teacher evaluation data & other data are not used in planning for professional learning. ● System data besides MAP is not used in school improvement planning. Professional Learning is planned without consideration of student, educator or system data. ● Professional Learning is evaluated based on personal satisfaction rather than its impact on student achievement. ● Professional development focus is not aligned to student achievement results and does not assess progress. ● Professional Learning evaluation results are not used to evaluate the impact of professional development. ● There is little evidence that professional development is linked to student achievement.	● . There is some evidence of staff working together to analyze student data, monitoring progress and impacting student achievement, but little evidence exists that changes have occurred. ● Limited use of teacher evaluation data is utilized to ensure high quality teachers are in each classroom. ● Some system data such as a needs assessment is utilized in school improvement planning. ● Professional Learning is sometimes evaluated based on its impact on student achievement. ● Professional development focus is sometimes based on student achievement results but minimal assessment of progress. ● Professional Learning results are sometimes used to evaluate the impact of professional development. ● There is evidence that professional development is targeting student achievement.	● Staff collaborate using summary student data and disaggregated student data to determine needed learning and school improvement planning. ● Teacher evaluation data along with grades are considered in planning learning to ensure high quality teaching and learning are occurring. ● System data such as attendance, graduation, and Social economic status (SES) are used in school improvement planning. . ● Professional Learning is often evaluated based on its impact on student achievement. ● Professional development focus is usually based on student achievement results used to assess progress. ● Professional Learning results are often used to evaluate the impact of professional development. ● There is evidence that professional development is beginning to impact student achievement.	● Evidence is clear that a variety of disaggregated student data is consistently and continuously used to monitor classroom improvement efforts and determine the learning priorities for professional learning. ● Multiple sources of teacher effectiveness data along with Quarterly grades, lesson design, examination of student work, curriculum development, and action research are used to ensure high quality teaching is occurring. ● System data of attendance, graduation, SES, cohort data, minority and culture are used in school improvement planning. ● Professional Learning is consistently evaluated based on its impact on teacher practices and student achievement. ● PD includes meetings with colleagues are used to compare student baseline data with identified benchmarks across the school year and assess progress. ● Professional Learning is consistently evaluated based on its impact on teacher practices and student achievement. ● Multiple sources of data concerning knowledge gained by participants, level of implementation and

			changes in student learning are consistently used to evaluate the impact of development.

PROCESS			
LEARNING DESIGNS	**Standard:** Professional learning that increases educator effectiveness and results for all students, integrates theories, research, and models of human learning to achieve its intended outcomes. (Related to MSIP 5 Standard 10.2, 10.6)		
Level 1	**Level 2**	**Level 3**	**Level 4**
● Professional Learning seldom moves beyond training, workshops, courses, and large group presentations and does not consider teachers' prior knowledge or experience. ● Those responsible for Professional Learning seldom select learning strategies based on the intended outcomes. ● Professional Learning rarely incorporates combined learning theories and strategies by collaborative teams. ● Professional Learning is viewed as single, stand-alone events or "days." ● No ongoing support or follow-up of	● Professional Learning occasionally includes collaborative lesson design, the examination of student work, curriculum development, case studies and action research, and occasionally considers teacher's prior knowledge or experience. ● Those responsible for Professional Learning occasionally select learning strategies based on the intended outcomes. ● Professional Learning occasionally incorporates combined learning theories and learning strategies by collaborative teams. ● Teachers experiment with new practices in the classroom alone or on an infrequent basis with colleagues. ● Professional learning initiatives are	● Often Professional Learning includes collaborative lesson design, the examination of student work, curriculum development, case studies and action research, etc. and often considers teacher's prior knowledge and experience (as well as active engagement). ● Those responsible for Professional Learning often select learning strategies based on the intended outcomes. ● Professional learning incorporates combined learning theories, research, and learning strategies by collaborative teams. ● Teachers participate in multiple related experiences with some collaborative support from colleagues. ● Professional	● Professional Learning consistently includes collaborative lesson design, the examination of student work, curriculum development, case studies and action research, etc. along with considering teachers' prior knowledge, experience (and active engagement). ● Those responsible for Professional Learning consistently select learning strategies based on the intended outcomes. ● Professional Learning consistently incorporates various learning theories, research, models, and learning strategies by collaborative teams. ● Support and follow-up for professional development consistently enable teachers to receive classroom feedback on their use of new instructional practices. ● Professional

professional learning is provided. ● The staff received little or no research on best practices for professional development, curriculum, instruction and assessment is considered when making decisions regarding student achievement. ● Little or no collaboration for research is evident.	year-long efforts ● The staff has some awareness of the importance of research-based results when making decisions and/or selecting strategies for improving student learning. ● Some staff collaborate and share research-based information.	learning initiatives continue over multiple years and increase awareness, but may not lead to full implementation. ● Staff often uses research when making decisions and/or selecting strategies for improving student learning. ● Some teams consistently conduct pilot studies and/or action research to support, confront, and/or generate new knowledge and evidence about the effectiveness of innovations and initiatives.	development initiatives continue over multiple years and are job-embedded to allow for teachers to move from awareness to full implementation. ● Staff are skillful users of educational research regarding school improvement and the enhancement of student achievement. ● Many teams use pilot studies and action research to monitor initiatives and make informed decisions about the continuation and institutionalization of initiatives.
CONTENT			
IMPLEMENTATION	**Standard:** Professional Learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change. (Related to MSIP 5 Standard 10.1, 10.3, 10.4, 10.5)		
Level 1	**Level 2**	**Level 3**	**Level 4**

● Educators are unaware of instructional needs of diverse students. ● No support is provided for non-learning students. ● Educators do not consider personal attitude, background, culture and SES as part of the teaching process. ● Professional Learning methods seldom mirror the methods teachers are expected to use with their students or promote the practice of new skills. ● Professional	● Educators attend some professional learning sessions, but are not connecting and applying what they learn about student diversity. ● Support and success for non-learning students are left up to the individual teacher. ● Educators use a limited set of intervention strategies with all students. ● Professional Learning methods occasionally mirror the methods teachers are expected to use with their students and promote the practice of new skills.	● Educators are increasingly more knowledgeable about student diversity and apply their professional learning. ● A systemic plan is in place to identify and support non-learning students in multiple formats. ● Uses a variety of instructional strategies to motivate all students to learn. ● Professional Learning methods often mirror the methods teachers are expected to use with their students and promote the practice of new skills.	● Educators demonstrate effectiveness in applying their professional learning about student diversity and consistently adjust classroom instruction in light of student background, disabilities, cultures, and SES for long-term improvement. ● Multiple interventions that provide support for non-learning students are in place. If one strategy does not work, other options are utilized. ● Professional development provides staff with the skills to make adjustments in instruction as a result of the impact of teacher attitude, background, culture, and social class on teaching. ● Professional Learning methods consistently mirror the

Learning leaders seldom gather, use or communicate information about adult learning theory. ● Time or support is seldom provided to increase knowledge about change theory. ● The focus is on awareness and not deep understanding.	● Professional Learning leaders occasionally gather, use or communicate information about adult learning theory. ● Occasionally, there is time or support provided to increase knowledge about change theory. ● Staff gain an understanding of new content, but cannot translate the knowledge into new practices.	● Professional Learning leaders often gather, use or communicate information about adult learning theory. ● Efforts are often made to provide time and support for increasing knowledge about change theory. ● Staff exhibit understanding of new content and are able to use new strategies routinely with students.	methods teachers are expected to use with their students and lead to the practice of new skills. ● Professional Learning leaders consistently gather and use information about adult learning theory. ● Knowledge about change theory is consistently and systematically addressed through Professional Learning. ● Staff exhibit deep understanding of new concepts and strategies and are able to adapt and implement new strategies in classrooms resulting in higher student achievement.

CONTENT

OUTCOMES	**Standard:** Professional Learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. (Related to MSIP 5 Standard 10.6, 10.7.d)		
Level 1	**Level 2**	**Level 3**	**Level 4**
● Educators demonstrate superficial knowledge of content / subject area – mostly relying on textbooks. ● Teachers use lecture, seatwork, and discussion as primary instructional strategies. ● Uses end of unit paper-and-pencil tests as the primary assessment strategy.	● Educators demonstrate breadth of knowledge of content / subject area. They can explain and demonstrate to students the concepts that underlie the content / subject matter in multiple ways. ● Teachers use instructional strategies that engage students in activities that are not clearly aligned with learning outcomes. ● Uses a variety of formal and informal performance assessments (i.e., paper and pencil, writing, speeches, classroom recitation, projects, homework) but do not address learning	● Educators exhibit deep understanding and meaning of new concepts / strategies and ability to adapt and integrate them into classroom lessons aligned to curriculum standards. ● Teachers use a variety of instructional strategies and can articulate a rationale for why specific instructional strategies are appropriate to specific content or learning objectives. ● Uses scoring rubrics and teaches students to use the rubrics to improve their performance. Uses a variety of formal and informal performance assessments (i.e., paper	● Educators plan interdisciplinary units with colleagues that focus on major content area concepts and align to curriculum standards. Teachers exhibits deep understanding of new concepts / strategies and ability to adapt and integrate them into classroom instruction. ● Teachers differentiate instruction based on needs, interests, and backgrounds to help students meet rigorous standards. Uses a variety of instructional strategies and can articulate a rationale for why specific instructional strategies are appropriate to specific content or learning objectives & build coherence. ● Creates and uses authentic, embedded assessments connected to

● There is no understanding in the community of the purpose of professional development. ● There is no system for meaningful input from parents, business, or community.	outcomes. ● There is little understanding in the community of the purpose and importance of professional development. ● There is occasionally a means for input from parents, business, or community.	and pencil, writing, speeches, classroom recitation, projects, homework) to meet performance standards and address learning outcomes. ● The community demonstrates understanding and support for professional development efforts ● The school staff has knowledge of why partnerships are important and includes members of the learning community in strategic planning and decision making.	the subject/content area that are accompanied by scoring rubrics. Uses a variety of formal and informal performance assessments (i.e., paper and pencil, writing, speeches, classroom recitation, projects, homework) to meet performance standards and address learning outcomes. ● The community can articulate the link between professional development and improved student achievement. ● The staff consistently utilizes two-way communication with the learning community about student achievement and long term improvement.

The Professional Learning Communities at Work™ Continuum: Laying the Foundation

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We have a clear sense of our collective purpose, the school we are attempting to create to achieve that purpose, the commitments we must make and honor to become that school, and the specific goals that will help monitor our progress.					
Indicator	**Pre-Initiating**	**Initiating**	**Implementing**	**Developing**	**Sustaining**
Shared Mission It is evident that learning for all is our core purpose.	The purpose of the school has not been articulated. Most staff members view the mission of the school as teaching. They operate from the assumption that although all students should have the opportunity to learn, responsibility for learning belongs to the individual student and will be determined by his or her ability and effort.	An attempt has been made to clarify the purpose of the school through the development of a formal mission statement. Few people were involved in its creation. It does little to impact professional practice or the assumptions behind those practices.	A process has been initiated to provide greater focus and clarity regarding the mission of learning for all. Steps are being taken to clarify what, specifically, students are to learn and to monitor their learning. Some teachers are concerned that these efforts will deprive them of academic freedom.	Teachers are beginning to see evidence of the benefits of clearly established expectations for student learning and systematic processes to monitor student learning. They are becoming more analytical in assessing the evidence of student learning and are looking for ways to become more effective in assessing student learning and providing instruction to enhance student learning.	Staff members are committed to helping all students learn. They demonstrate that commitment by working collaboratively to clarify what students are to learn in each unit, creating frequent common formative assessments to monitor each student's learning on an ongoing basis, and implementing a systematic plan of intervention when students experience difficulty. They are willing to examine all practices and procedures in light of their impact on learning.

Indicator	**Pre-Initiating**	**Initiating**	**Implementing**	**Developing**	**Sustaining**
Shared Vision We have a shared understanding of and commitment to the school we are attempting to create.	No effort has been made to engage staff in describing the preferred conditions for the school.	A formal vision statement has been created for the school, but most staff members are unaware of it.	Staff members have participated in a process to clarify the school they are trying to create, and leadership calls attention to the resulting vision statement on a regular basis. Many staff members question the relevance of the vision statement, and their behavior is generally unaffected by it.	Staff members have worked together to describe the school they are trying to create. They have endorsed this general description and use it to guide their school improvement efforts and their professional development.	Staff members can and do routinely articulate the major principles of the school's shared vision and use those principles to guide their day-to-day efforts and decisions. They honestly assess the current reality in their school and continually seek more effective strategies for reducing the discrepancy between that reality and the school they are working to create.
Collective Commitments (Shared Values) We have made commitments to each other regarding how we must behave in order to achieve our shared vision.	Staff members have not yet articulated the attitudes, behaviors, or commitments they are prepared to demonstrate in order to advance the mission of learning for all and the vision of what the school might become.	Administrators or a committee of teachers have created statements of beliefs regarding the school's purpose and its direction. Staff members have reviewed and reacted to those statements. Initial drafts have been amended based on staff feedback. There is no attempt to translate the beliefs into the specific commitments or behaviors that staff will model.	A statement has been developed that articulates the specific commitments staff have been asked to embrace to help the school fulfill its purpose and move closer to its vision. The commitments are stated as behaviors rather than beliefs. Many staff object to specifying these commitments and prefer to focus on what other groups must do to improve the school.	Staff members have been engaged in the process to articulate the collective commitments that will advance the school toward its vision. They endorse the commitments and seek ways to bring them to life in the school.	The collective commitments are embraced by staff, embedded in the school's culture, and evident to observers of the school. They help define the school and what it stands for. Examples of the commitments are shared in stories and celebrations, and people are challenged when they behave in ways that are inconsistent with the collective commitments.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
Common School Goals We have articulated our long-term priorities, short-term targets, and timelines for achieving those targets.	No effort has been made to engage the staff in establishing school improvement goals related to student learning.	Goals for the school have been established by the administration or school improvement team as part of the formal district process for school improvement. Most staff would be unable to articulate a goal that has been established for their school.	Staff members have been made aware of the long-term and short-term goals for the school. Tools and strategies have been developed and implemented to monitor the school's progress toward its goals. Little has been done to translate the school goal into meaningful targets for either collaborative teams or individual teachers.	The school goal has been translated into specific goals that directly impact student achievement for each collaborative team. If teams are successful in achieving their goals, the school will achieve its goal as well. Teams are exploring different strategies for achieving their goals.	All staff members pursue measurable goals that are directly linked to the school's goals as part of their routine responsibilities. Teams work interdependently to achieve common goals for which members are mutually accountable. The celebration of the achievement of goals is part of the school culture and an important element in sustaining the PLC process.

Where Do We Go From Here? Worksheet
Laying the Foundation of a PLC

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
Shared Mission It is evident that learning for all is our core purpose.				
Shared Vision We have a shared understanding of and commitment to the school we are attempting to create.				
Collective Commitments (Shared Values) We have made commitments to each other regarding how we must behave in order to achieve our shared vision.				
Common School Goals We have articulated our long-term priorities, short-term targets, and timelines for achieving those targets.				

The Professional Learning Communities at Work™ Continuum: Effective Communication

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We understand the purpose and priorities of our school because they have been communicated consistently and effectively.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
The school has established a clear purpose and priorities that have been effectively communicated. Systems are in place to ensure action steps aligned with the purpose and priorities are implemented and monitored.	There is no sense of purpose or priorities. People throughout the school feel swamped by what they regard as a never-ending series of fragmented, disjointed, and short-lived improvement initiatives. Changes in leadership inevitably result in changes in direction.	Key leaders may have reached agreement on general purpose and priorities, but people throughout the organization remain unclear. Furthermore, if asked to explain the priorities of the school or the strategies to achieve those priorities, leaders would have difficulty articulating specifics. Staff members would offer very different answers if pressed to explain the priorities of the school.	There is general understanding of the purpose and priorities of the school, but many staff members have not embraced them. Specific steps are being taken to advance the priorities, but some staff members are participating only grudgingly. They view the initiative as interfering with their real work.	Structures and processes have been altered to align with the purpose and priorities. Staff members are beginning to see benefits from the initiative and are seeking ways to become more effective in implementing it.	There is almost universal understanding of the purpose and priorities of the school. All policies, procedures, and structures have been purposefully aligned with the effort to fulfill the purpose and accomplish the priorities. Systems have been created to gauge progress. The systems are carefully monitored, and the resulting information is used to make adjustments designed to build the collective capacity of the group to be successful.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
The leaders in the school communicate purpose and priorities through modeling, allocation of resources, what they celebrate, and what they are willing to confront.	There is no sense of purpose and priorities. Different people in the school seem to have different pet projects, and there is considerable in-fighting to acquire the resources to support those different projects.	Leaders can articulate the purpose and priorities of the school with a consistent voice, but their behavior is not congruent with their words. The structures, resources, and rewards of the school have not been altered to align with the professed priorities.	The school has begun to alter the structures, resources, and rewards to better align with the stated priorities. Staff members who openly oppose the initiative may be confronted, but those confronting them are likely to explain they are doing someone else's bidding. For example, a principal may say, "The central office is concerned that you are overtly resisting the process we are attempting to implement."	People throughout the school are changing their behavior to align with the priorities. They are seeking new strategies for using resources more effectively to support the initiative, and are willing to reallocate time, money, materials, and people in order to move forward. Small improvements are recognized and celebrated. Leaders confront incongruent behavior.	The purpose and priorities of the school are evident by the everyday behavior of people throughout the school. Time, money, materials, people, and resources have been strategically allocated to reflect priorities. Processes are in place to recognize and celebrate commitment to the priorities. People throughout the school will confront those who disregard the priorities.

Where Do We Go From Here? Worksheet
Effective Communication

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
The school has established a clear purpose and priorities that have been effectively communicated. Systems are in place to ensure action steps aligned with the purpose and priorities are implemented and monitored. The leaders in the school communicate purpose and priorities through modeling, allocation of resources, what they celebrate, and what they are willing to confront.				

The Professional Learning Communities at Work™ Continuum: Learning as Our Fundamental Purpose (Part I)

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We work with colleagues on our team to build shared knowledge regarding state, provincial, and/ or national standards; district curriculum guides; trends in student achievement; and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.	Teachers have been provided with a copy of state, provincial, and/or national standards and a district curriculum guide. There is no process for them to discuss curriculum with colleagues and no expectation they will do so.	Teacher representatives have helped to create a district curriculum guide. Those involved in the development feel it is a useful resource for teachers. Those not involved in the development may or may not use the guide.	Teachers are working in collaborative teams to clarify the essential learning for each unit and to establish a common pacing guide. Some staff members question the benefit of the work. They argue that developing curriculum is the responsibility of the central office or textbook publishers rather than teachers. Some are reluctant to give up favorite units that seem to have no bearing on essential standards.	Teachers have clarified the essential learning for each unit by building shared knowledge regarding state, provincial, and/or national standards; by studying high-stakes assessments; and by seeking input regarding the prerequisites for success as students enter the next grade level. They are beginning to adjust curriculum, pacing, and instruction based on evidence of student learning.	Teachers on every collaborative team are confident they have established a guaranteed and viable curriculum for their students. Their clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, and their commitment to providing students with the instruction and support to achieve the intended outcomes, give every student access to essential learning.

Page 1 of 2

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We work with colleagues on our team to clarify the criteria by which we will judge the quality of student work, and we practice applying those criteria until we can do so consistently.	Each teacher establishes his or her own criteria for assessing the quality of student work.	Teachers have been provided with sample rubrics for assessing the quality of student work.	Teachers working in collaborative teams are attempting to assess student work according to common criteria. They are practicing applying the criteria to examples of student work, but they are not yet consistent. The discrepancy is causing some tension on the team.	Teachers working in collaborative teams are clear on the criteria they will use in assessing the quality of student work and can apply the criteria consistently.	Collaborative teams of teachers frequently use performance-based assessments to gather evidence of student learning. Members have established strong inter-rater reliability and use the results from these assessments to inform and improve their individual and collective practice. The team's clarity also helps members teach the criteria to students, who can then assess the quality of their own work and become more actively engaged in their learning.
We monitor the learning of each student's attainment of all essential outcomes on a timely basis through a series of frequent, team-developed common formative assessments that are aligned with high-stakes assessments students will be required to take.	Each teacher creates his or her own assessments to monitor student learning. Assessments are typically summative rather than formative. A teacher can teach an entire career and not know if he or she teaches a particular skill or concept better or worse than the colleague in the next room.	The district has established benchmark assessments that are administered several times throughout the year. Teachers pay little attention to the results and would have a difficult time explaining the purpose of the benchmark assessments.	Teachers working in collaborative teams have begun to create common assessments. Some attempt to circumvent the collaborative process by proposing that the team merely use the quizzes and tests that are available in the textbook as their common assessments. Some administrators question the ability of teachers to create good assessments and argue that the district should purchase commercially developed tests.	Teachers working in collaborative teams have created a series of common assessments and agreed on the specific standard students must achieve to be deemed proficient. The user-friendly results of common assessments are providing each member of the team with timely evidence of student learning. Members are using that evidence to improve their assessments and to develop more effective instructional strategies.	Collaborative teams of teachers gather evidence of student learning on a regular basis through frequent common formative assessments. The team analysis of results drives the continuous improvement process of the school. Members determine the effectiveness of instructional strategies based on evidence of student learning rather than teacher preference or precedent. Members who struggle to teach a skill are learning from those who are getting the best results. The frequent common formative assessments provide the vital information that fuels the school's system of intervention and enrichment. The assessments are formative because (1) they are used to identify students who need additional time and support for learning, (2) the students receive the additional time and support for learning, and (3) students are given another opportunity to demonstrate that they have learned.

Page 2 of 2

Where Do We Go From Here? Worksheet
Clearly Defined Outcomes

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
We work with colleagues on our team to build shared knowledge regarding state, provincial, and/or national standards; district curriculum guides; trends in student achievement; and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.				

Where Do We Go From Here? Worksheet
Monitoring Each Student's Learning

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
We work with colleagues on our team to clarify the criteria by which we will judge the quality of student work, and we practice applying those criteria until we can do so consistently. We monitor the learning of each student's attainment of all essential outcomes on a timely basis through a series of frequent, team-developed common formative assessments that are aligned with high-stakes assessments students will be required to take.				

The Professional Learning Communities at Work™ Continuum:
Learning as Our Fundamental Purpose (Part II)

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we provide students with systematic interventions when they struggle and enrichment when they are proficient.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty. Students who are proficient have access to enriched and extended learning opportunities.	What happens when a student does not learn will depend almost exclusively on the teacher to whom the student is assigned. There is no coordinated school response to students who experience difficulty. Some teachers allow students to turn in late work; some do not. Some teachers allow students to retake a test; some do not. The tension that occurs at the conclusion of each unit when some students are proficient and ready to move forward and others are failing to demonstrate proficiency is left to each teacher to resolve.	The school has attempted to establish specific policies and procedures regarding homework, grading, parent notification of student progress, and referral of students to child study teams to assess their eligibility for special education services. If the school provides any additional support for students, it is either a "pull-out" program that removes students from new direct instruction or an optional after-school program. Policies are established for identifying students who are eligible for more advanced learning.	The school has taken steps to provide students with additional time and support when they experience difficulty. The staff is grappling with structural issues such as how to provide time for intervention during the school day in ways that do not remove the student from new direct instruction. The school schedule is regarded as a major impediment to intervention and enrichment, and staff members are unwilling to change it. Some are concerned that providing students with additional time and support is not holding them responsible for their own learning.	The school has developed a schoolwide plan to provide students who experience difficulty with additional time and support for learning in a way that is timely, directive, and systematic. It has made structural changes such as modifications in the daily schedule to support this system of interventions. Staff members have been assigned new roles and responsibilities to assist with the interventions. The faculty is looking for ways to make the system of interventions more effective.	The school has a highly coordinated system of intervention and enrichment in place. The system is very proactive. Coordination with sender schools enables the staff to identify students who will benefit from additional time and support for learning even before they arrive at the school. The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it. The achievement of each student is monitored on a timely basis. Students who experience difficulty are required, rather than invited, to utilize the system of support. The plan is multilayered. If the current level of time and support is not sufficient to help a student become proficient, he or she is moved to the next level and receives increased time and support. All students are guaranteed access to this system of intervention regardless of the teacher to whom they are assigned. The *school* responds to students and views those who are failing to learn as "undersupported" rather than "at risk."

Where Do We Go From Here? Worksheet
Systematic Intervention

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty. Students who are proficient have access to enriched and extended learning opportunities.				

The Professional Learning Communities at Work™ Continuum: Building a Collaborative Culture Through High-Performing Teams

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement. Structures have been put in place to ensure: 1. Collaboration is embedded in our routine work practice. 2. We are provided with time to collaborate. 3. We are clear on the critical questions that should drive our collaboration. 4. Our collaborative work is monitored and supported.	Teachers work in isolation with little awareness of the strategies, methods, or materials that colleagues use in teaching the same course or grade level. There is no plan in place to assign staff members into teams or to provide them with time to collaborate.	Teachers are encouraged but not required to work together collaboratively. Some staff may elect to work with colleagues on topics of mutual interest. Staff members are congenial but are not co-laboring in an effort to improve student achievement.	Teachers have been assigned to collaborative teams and have been provided time for collaboration during the regular contractual day. Teams may be unclear regarding how they should use the collaborative times. Topics often focus on matters unrelated to teaching and learning. Some teachers believe the team meeting is not a productive use of their time.	Teachers have been assigned to collaborative teams and have been provided time for collaboration on a weekly basis during the regular contractual day. Guidelines, protocols, and processes have been established in an effort to help teams use collaborative time to focus on topics that will have a positive impact on student achievement. Team leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing their efforts on discovering better ways to achieve those goals.	The collaborative team process is deeply engrained in the school culture. Staff members view it as the engine that drives school improvement. Teams are self-directed and very skillful in advocacy and inquiry. They consistently focus on issues that are most significant in improving student achievement and set specific, measurable goals to monitor improvement. The collaborative team process serves as a powerful form of job-embedded professional development because members are willing and eager to learn from one another, identify common problems, engage in action research, make evidence of student learning transparent among members of the team, and make judgments about the effectiveness of different practices on the basis of that evidence. The team process directly impacts teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction.

Page 1 of 2

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We have identified and honor the commitments we have made to the members of our collaborative teams in order to enhance the effectiveness of our team. These articulated collective commitments or norms have clarified expectations of how our team will operate, and we use them to address problems that may occur on the team.	No attention has been paid to establishing clearly articulated commitments that clarify the expectations of how the team will function and how each member will contribute to its success. Norms do emerge from each group based on the habits that come to characterize the group, but they are neither explicit nor the result of a thoughtful process. Several of the norms have an adverse effect on the effectiveness of the team.	Teams have been encouraged by school or district leadership to create norms that clarify expectations and commitments. Recommended norms for teams may have been created and distributed. Norms are often stated as beliefs rather than commitments to act in certain ways.	Each team has been required to develop written norms that clarify expectations and commitments. Many teams have viewed this as a task to be accomplished. They have written the norms and submitted them, but do not use them as part of the collaborative team process.	Teams have established the collective commitments that will guide their work, and members have agreed to honor the commitments. The commitments are stated in terms of specific behaviors that members will demonstrate. The team begins and ends each meeting with a review of the commitments to remind each other of the agreements they have made about how they will work together. They assess the effectiveness of the commitments periodically and make revisions when they feel that will help the team become more effective.	Team members honor the collective commitments they have made to one another regarding how the team will operate and the responsibility of each member to the team. The commitments have been instrumental in creating an atmosphere of trust and mutual respect. They have helped members work interdependently to achieve common goals because members believe they can rely upon one another. The commitments facilitate the team's collective inquiry and help people explore their assumptions and practices. Members recognize that their collective commitments have not only helped the team become more effective, but have also made the collaborative experience more personally rewarding. Violations of the commitments are addressed. Members use them as the basis for crucial conversations and honest dialogue when there is concern that one or more members are not fulfilling commitments.

Where Do We Go From Here? Worksheet
Collaborative Culture

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement. Structures have been put in place to ensure: 1. Collaboration is embedded in our routine work practice. 2. We are provided with time to collaborate. 3. We are clear on the critical questions that should drive our collaboration. 4. Our collaborative work is monitored and supported. We have identified and honor the commitments we have made to the members of our collaborative teams in order to enhance the effectiveness of our team. These articulated collective commitments or norms have clarified expectations of how our team will operate, and we use them to address problems that may occur on the team.				

The Professional Learning Communities at Work™ Continuum: Focusing on Results (Part I)

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We assess our effectiveness on the basis of results rather than intentions.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
The members of each of our collaborative teams are working interdependently to achieve one or more SMART goals that align with our school goals. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal. The identification and pursuit of SMART goals by each collaborative team are critical elements of the school's continuous improvement process.	Goals have not been established at the district or school level. Teams are not expected to establish goals.	Teams establish goals that focus on adult activities and projects rather than student learning.	Teams have been asked to create SMART goals, but many teachers are wary of establishing goals based on improved student learning. Some attempt to articulate very narrow goals that can be accomplished despite students learning less. Others present goals that are impossible to monitor. Still others continue to offer goals based on teacher projects. There is still confusion regarding the nature of and reasons for SMART goals.	All teams have established annual SMART goals as an essential element of their collaborative team process. Teams have established processes to monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.	Each collaborative team of teachers has established both an annual SMART goal and a series of short-term goals to monitor their progress. They create specific action plans to achieve the goals, clarify the evidence that they will gather to assess their progress, and work together interdependently to achieve the goal. This focus on tangible evidence of results guides the work of teams and is critical to the continuous improvement process of the school. The recognition and celebration of efforts to achieve goals helps sustain the improvement process.

Where Do We Go From Here? Worksheet
Using School Improvement Goals to Drive Team Goals

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
The members of each of our collaborative teams are working interdependently to achieve one or more SMART goals that align with our school goals. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal. The identification and pursuit of SMART goals by each collaborative team are critical elements of the school's continuous improvement process.				

The Professional Learning Communities at Work™ Continuum: Focusing on Results (Part II)

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
Collaborative teams of teachers regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. Teachers are provided with frequent and timely information regarding the achievement of their students. They use that information to: ■ Respond to students who are experiencing difficulty ■ Enrich and extend the learning of students who are proficient ■ Inform and improve the individual and collective practice of members ■ Identify team professional development needs ■ Measure progress toward team goals	The only process for monitoring student learning is the individual classroom teacher and annual state, provincial, or national assessments. Assessment results are used primarily to report on student progress rather than to improve professional practice. Teachers fall into a predictable pattern: they teach, they test, they hope for the best, and then they move on to the next unit.	The district has created benchmark assessments that are administered several times throughout the year. There is often considerable lag time before teachers receive the results. Most teachers pay little attention to the results. They regard the assessment as perhaps beneficial to the district but of little use to them. Principals are encouraged to review the results of state assessments with staff, but the fact that the results aren't available until months after the assessment and the lack of specificity mean they are of little use in helping teachers improve their practice.	Teams have been asked to create and administer common formative assessments and to analyze the results together. Many teachers are reluctant to share individual teacher results and want the analysis to focus on the aggregate performance of the group. Some use the results to identify questions that caused students difficulty so they can eliminate the questions. Many teams are not yet using the analysis of results to inform or improve professional practice.	The school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state or provincial and national assessments. Teams use the results to identify areas of concern and to discuss strategies for improving the results.	Teachers are hungry for information on student learning. All throughout the year, each member of a collaborative team receives information that illustrates the success of his or her students in achieving an agreed-upon essential standard on team-developed common assessments he or she helped create, in comparison to all the students attempting to achieve that same standard. Teachers use the results to identify the strengths and weaknesses in their individual practice, to learn from one another, to identify areas of curriculum proving problematic for students, to improve their collective capacity to help all students learn, and to identify students in need of intervention or enrichment. They also analyze results from district, state or provincial, and national assessments and use them to validate their team assessments.

Where Do We Go From Here? Worksheet
Turning Data Into Information

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
Collaborative teams of teachers regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. Teachers are provided with frequent and timely information regarding the achievement of their students. They use that information to: ■ Respond to students who are experiencing difficulty ■ Enrich and extend the learning of students who are proficient ■ Inform and improve the individual and collective practice of members ■ Identify team professional development needs ■ Measure progress toward team goals				

The Professional Learning Communities at Work™ Continuum: Implementing a PLC Districtwide

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

The central office leadership provides the clear parameters and priorities, ongoing support, systems for monitoring progress, and sustained focus essential to implementing the professional learning community process in schools throughout the district.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
The district has demonstrated a sustained commitment to improving schools by developing the capacity of school personnel to function as a PLC. District leaders have been explicit about specific practices they expect to see in each school, have created processes to support principals in implementing those practices, and monitor the progress of implementation.	There is no focused and sustained districtwide process for improving schools. Improvement efforts tend to be disconnected, episodic, and piecemeal. Projects come and go, but the cultures of schools remain largely unaffected.	The district has announced that schools should operate as professional learning communities and may have articulated a rationale in support of PLCs, but the concept remains ambiguous, and educators at the school site view it as just one of many initiatives raining down upon them from the central office. Little is done to monitor implementation. Some central office leaders and principals demonstrate indifference to the initiative.	Central office leaders made a concerted effort to build shared knowledge and to establish a common language regarding the PLC process throughout the district. They have called for schools to operate as PLCs and clarified some of the specific structural changes to support teacher collaboration and systems of intervention that they expect to see in each school. They monitor the implementation of the structural changes and offer assistance to schools that seek it. Some schools move forward with effective implementation, while others merely tweak their existing structures. Professional practice is impacted in some schools and not in others.	Central office leaders have put processes in place to develop the capacity of principals to lead the PLC process in their schools, monitor implementation of the PLC process, and respond to schools that are experiencing difficulty. Building-level and central office leaders have begun to function as their own collaborative team and work interdependently to achieve common goals and identify and resolve issues that are interfering with the PLC process. Individual schools are examining ways to become more effective in the PLC process.	Administrators at all levels function as coordinated, high-performing teams characterized by a deep understanding of and commitment to the PLC process. They consider that process not as one of several improvement initiatives, but rather as *the* process by which they will continuously improve student and adult learning. They are intensely focused on student learning and make student achievement data transparent among all members. They work together collaboratively to resolve problems, develop a deeper understanding of the PLC process, and learn from one another. They are committed to the collective success of the team and the individual success of each member.

Where Do We Go From Here? Worksheet
Implementing a PLC Districtwide

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
The district has demonstrated a sustained commitment to improving schools by developing the capacity of school personnel to function as a PLC. District leaders have been explicit about specific practices they expect to see in each school, have created processes to support principals in implementing those practices, and monitor the progress of implementation.				

The Professional Learning Communities at Work™ Continuum: Responding to Conflict

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We have established processes for addressing conflict and use conflict as a tool for learning together in order to improve our school.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
Members of the staff recognize that conflict is an essential and inevitable by-product of a successful substantive change effort. They have thoughtfully and purposefully created processes to help use conflict as a tool for learning together and improving the school.	People react to conflict with classic fight-or-flight responses. Most staff members withdraw from interactions in order to avoid contact with those they find disagreeable. Others are perpetually at war in acrimonious, unproductive arguments that never seem to get resolved. Groups tend to regard each other as adversaries.	Addressing conflict is viewed as an administrative responsibility. School leaders take steps to resolve conflict as quickly as possible. The primary objective in addressing disputes is to restore the peace and return to the status quo.	Teams have established norms and collective commitments in an effort both to minimize conflict and to clarify how they will address conflict at the team level. Nonetheless, many staff members are reluctant to challenge the thinking or behavior of a colleague. If the situation becomes too disturbing, they will expect the administration to intervene.	Staff members have created processes to help identify and address the underlying issues causing conflict. They are willing to practice those processes in an effort to become more skillful in engaging in crucial conversations that seek productive resolution to conflict.	Staff members view conflict as a source of creative energy and an opportunity for building shared knowledge. They have created specific strategies for exploring one another's thinking, and they make a conscious effort to understand as well as to be understood. They seek ways to test their competing assumptions through action research and are open to examining research, data, and information that support or challenge their respective positions. They approach disagreements with high levels of trust and an assumption of good intentions on the part of all members because they know they are united by a common purpose and the collective pursuit of shared goals and priorities.

Where Do We Go From Here? Worksheet
Effective Communication

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
Members of the staff recognize that conflict is an essential and inevitable by-product of a successful substantive change effort. They have thoughtfully and purposefully created processes to help use conflict as a tool for learning together and improving the school.				

CRITICAL ISSUES FOR TEAM CONSIDERATION

Team Name:

Team Members:

Use the following rating scale to indicate the extent to which each statement is true to your team.

1	2	3		4	5	6	7		8	9	10
Not True of Our Team				Our Team in Addressing This					True of Our Team		

**Record the date, including the year, under the rating for the issues that apply to your team. (Ex. 10/3/15). We will continue to use this same document at each Horizontal meeting to track our progress.

		1	2	3	4	5	6	7	8	9	10
1	We have identified team norms and protocols to guide us in working together.										
2	We have analyzed student achievement data and established SMART goals to improve upon this level of achievement we are working interdependently to attain. (SMART Goals and Strategic, Measurable, Attainable, Results-Oriented, and Timebound. SMART Goals are discussed at length in chapter 6.)										
3	Each member of our team is clear on the knowledge, skills and dispositions (that is, the essential learning) that students will acquire as a result of (1) our course or grade level and (2) each unit within the course or grade level.										
4	We have aligned the essential learning with state and district standards and high stakes assessments required of our students.										
5	We have identified course content topics that can be eliminated so we can devote more time to the essential curriculum.										
6	We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learning.										
7	We have identified the prerequisite knowledge and skills students need in order to matter the essential learning of each unit of instruction.										
8	We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.										
9	We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they were lacking in those areas.										

10	We have developed frequent common formative assessments that help us to determine each student's mastery of essential learning.										
11	We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.										
12	We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as a part of an ongoing process of continuous improvement designed to help students achieve at higher levels.										
13	We use the results of our common assessments to identify students who need additional time and support to master essential learning, and we work within the systems and processes of the school to ensure they receive that support.										
14	We have agreed on the criteria we will use in judging the quality of their work and provided them with examples.										
15	We have taught students the criteria we will use in judging the quality of their work and provided them with examples.										
16	We have developed or utilized common summative assessment that help us assess the strengths and weaknesses of our program.										
17	We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessment.										
18	We formally evaluate our adherence to team norms and effectiveness of our team at least twice each year.										

APPENDICES

- Mission, Mandates, and Regulations for Professional Learning (DESE)
- Learning Forward Standards for Professional Learning
- CSIP Professional Development Objectives
- Board of Education Policies regarding Professional Development
  - o GCL Professional Development Opportunities
  - o GCL-AP Professional Development Program
  - o GCBA Professional Development CEU Policy
  - o GDL Support Staff Development Opportunities
- Commissioner's Award of Excellence for Professional Development Scoring Guide
- Mentor / Mentee Information
- Professional Growth Plan
- Professional Development Committee Guidelines for Building PDC and District PDC Fund Allocation Processes
- Expense Reimbursement Regulations – DLC-AP1, DLC-AP2, and DLC-AF3
- 2021-2022 Mileage Reimbursement Chart and Expense Reimbursement
- 2021-2022 Marzano Workshop Schedule
- 2021-2022 Support Staff PD Workshop Schedule
- 2021-2022 Early Release Day Planning
- 2021-2022 New Teacher Orientation Agenda