



JOURNEY TO AUTHENTIC PLC MASTER PLAN SUPPORT DOCUMENT



SHARED VISION AND NORMS	Level 4	Level 3	Level 2	Level 1
Shared Goals	<ul style="list-style-type: none"> High degree of commitment to continuously improve student achievement. General agreement on best practices for instruction, and eagerness to implement best practices. High degree of commitment to collaboratively improving instruction through the PLC structure 	<ul style="list-style-type: none"> Most team members are committed to improving student achievement. Most staff work collaboratively to improve achievement through the PLC structure. 	<ul style="list-style-type: none"> An increasing number of team members share values and goals related to instruction, and participate actively in collaborative work to improve student math achievement. 	<ul style="list-style-type: none"> Team members have diverse values and goals related to instruction. May still work in isolation, on lessons, assessments, and improving instruction.
Membership Participation	<ul style="list-style-type: none"> Members apply learned practices to classrooms and serve as models for others Members actively solicit ideas, successes, and challenges from each other Members coach and support new and/or developing team members Collaborative planning of learning and teaching activities is taken for granted. 	<ul style="list-style-type: none"> Actively seek to understand instructional practices described in order to ensure appropriate implementation Openly reflect on own instructional practices Share ideas, successes, challenges, and needs for the specific purpose of teaching others or learning from others Adhere to meeting time and purpose Bring student evidence or other required resources to meeting Assist team members in adhering to stated timeframes, norms, and purpose of meeting 	<ul style="list-style-type: none"> Members arrive on time and bring required materials, resources and/or data Most members openly share ideas, successes and challenges Most members honor agreed upon norms, goals and actions Most members try team-identified instructional practices, but rarely reflect on or modify own instruction on regular basis 	<ul style="list-style-type: none"> Not all members arrive on time or prepared Members reluctant to share own experiences or expertise Members not consistent in honoring or following through on agreed upon actions Not all members value/understand the process or are open to collaboration
Norms	<ul style="list-style-type: none"> Agreed upon norms are internalized The PLC functions as a team and everyone is committed to the norms as a guiding force. Team serves as model for professional behavior for other teams in school or district 	<ul style="list-style-type: none"> Team operates by clearly defined and collaboratively developed norms for professional behavior Norms are reflected upon and modified as necessary 	<ul style="list-style-type: none"> Team agreed to set of norms Members are inconsistent in adhering to these norms and must be reminded to follow these norms 	<ul style="list-style-type: none"> Team has no established norms or is inconsistent in holding members to their norms Failure to have or follow norms negatively impacts actions and outcomes Failure to have or follow norms makes it difficult for members to participate



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PROCESS MANAGEMENT	Level 4	Level 3	Level 2	Level 1
Minutes	<ul style="list-style-type: none"> Available to team within one day Record of collaboration, analysis, and strategies are exceptionally detailed to allow for replication of practices by others outside of the team 	<ul style="list-style-type: none"> Accurate/detailed representation of meeting. Includes list of members present Indicates prioritized needs for team focus Describes agreed upon strategies/actions to be taken before next meeting Specific descriptions of strategies Results indicators for <u>both</u> teachers and students are present and clear Available to team within 2-days of meeting 	<ul style="list-style-type: none"> Minutes summarize some discussions and actions from the meeting, but may lack some important details Minutes are distributed to team members at least 1-day prior to the next team meeting 	<ul style="list-style-type: none"> Minutes do not accurately reflect all aspects from the team meeting Minutes fail to include information regarding next meeting, agreed upon actions or assignments Minutes are given to members when they arrive at the next team meeting
Data	<ul style="list-style-type: none"> Available by the next work day Disaggregated by significant sub- groups All stakeholders, including students, are aware of data Supports independent student goal setting 	<ul style="list-style-type: none"> Results are available within 1-2 weeks of assessment Disaggregated by standard to support identified needs Disaggregated by teacher All team members have results Supports timely, specific, and relevant feedback to teachers and students to improve performance 	<ul style="list-style-type: none"> Results not consistently available in time for meeting Results not always aligned to <u>specific</u> standards Some data supports and/or aligns with SMART goals Data disaggregated by team, not always by teacher Data does not always include teachers who teach subject but are not on team 	<ul style="list-style-type: none"> Data/results are often delayed and rarely, if ever, used to identify areas for re-teaching or focus Members are asked to disaggregate data during team meeting Data does not align with results indicators or SMART goals What data?
Administration	<ul style="list-style-type: none"> Administrator is present during meeting and leaves with clearly identified action steps to support team decisions Provides regular opportunities for team members to publicly share their successes during faculty meetings or other means Provides structures that allow teacher modeling and observations of successful practices 	<ul style="list-style-type: none"> Very knowledgeable of team process Provide scheduled time for collaborative meetings Aware of team goals and areas of need Aware of instructional practices selected Provide resources/support needed by team Attend team meetings regularly Publicly celebrate successes Make meetings a priority for own time and school resources Meet regularly with team Leaders (6 times or more) to provide guidance and support Consistently takes action to ensure full participation by all team members 	<ul style="list-style-type: none"> All familiar with team process Infrequent meetings with team leaders or teams, usually at the request of leader Attend portions of team meetings on irregular basis No evidence that agendas or minutes are reviewed Provide infrequent or not very specific feedback Do not acknowledge or support Teams in any significant way May hold some teachers accountable for inappropriate actions (e.g., team attendance) 	<ul style="list-style-type: none"> Some admin not familiar with 5 steps team process Some fail to closely monitor team actions or progress on a regular basis Little, if any, specific feedback, mentoring, guidance or support to team leader or teams is provided Admin does not meet with team leaders or teams Admin does not hold others accountable for optimal use of team time



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DATA AND GOAL SETTING	Level 4	Level 3	Level 2	Level 1
Collect and Chart Data	<ul style="list-style-type: none"> Results are disaggregated according to specific learning goal (standard) Data results are shared and celebrated with stakeholders 	<ul style="list-style-type: none"> Pre & post assessment data is used throughout the year Data assembled for discussion <u>prior</u> to meeting Results include number and percentage of students proficient, almost proficient, and far to go Team members monitor progress towards meeting learning goals Data includes student work Data regularly includes "adult actions" 	<ul style="list-style-type: none"> Members bring required data with them to the meeting Team has a schedule to regularly collect student data throughout year 	<ul style="list-style-type: none"> Team primarily uses annual summative data Members do not consistently complete and/or bring data agreed upon to meetings, or provide to team LEADER as requested
Analyze Strengths and Obstacles	<ul style="list-style-type: none"> Targeted needs have impact in multiple subject areas—ex. Identifying supporting details, cause and effect, writing, summarizing, problem solving, critical thinking 	<ul style="list-style-type: none"> Identification of student strengths/ needs are teacher directed Needs/strengths identified directly thorough analysis of student work from all team members Student academic needs are prioritized to reflect those areas that will have greatest impact within subject area and/or targeted standards 	<ul style="list-style-type: none"> Data is analyzed to identify student needs for the team as a whole Little time or priority is given to individual teacher data to identify classes or student-specific needs and strengths Team rarely sets priorities based on leverage or use of "power standards" Team identifies so many priorities that focus will be problematic 	<ul style="list-style-type: none"> Data is not analyzed Data analysis focuses only on obstacles—no review of strengths is completed Team struggles to set priorities for teacher actions or student learning that are based on student needs Discussion focuses mostly on factors that teachers cannot influence
SMART Goal(s)	<ul style="list-style-type: none"> SMART Goals are set relative to and/or support individual students (e.g., "far to go," "already close" proficient") 	<ul style="list-style-type: none"> Goals are SMART <ul style="list-style-type: none"> ✓ <u>S</u>pecific to targeted subject area, grade level, and student population ✓ <u>M</u>easurement instrument to be used and the element examined must be measurable ✓ <u>A</u>chievable percentage gains or increases ✓ <u>R</u>elevant target tending to urgent needs ✓ <u>T</u>ime when goals will be reached Goals are reviewed and adjusted as needed 	<ul style="list-style-type: none"> Goals are established, but not based on most critical student needs Goals may target critical needs, but are not measurable Team rarely, if ever, revisits goals or actions set in the beginning of the year 	<ul style="list-style-type: none"> Goals are not established If established, goals are general/not specific Goals are not measurable



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IMPLEMENTATION AND IMPACT	Level 4	Level 3	Level 2	Level 1
Instructional Strategies	<ul style="list-style-type: none"> Strategies promote literacy development (e.g., reading, writing, listening, speaking) Strategies promote skill/concept development in other subject matters (e.g., number sense) 	<ul style="list-style-type: none"> Strategies selected are research-based and battle-tested (e.g., evidence of success exists) Strategies are clearly linked to student needs identified by careful analysis of student work or data All teachers know/understand strategies, agree to implement, and bring evidence of use to meetings (e.g., student work samples) Strategies target both procedural (skills) and declarative (concepts) knowledge Strategies clearly promote critical thinking and engagement 	<ul style="list-style-type: none"> Team uses some research based instructional strategies, but they are not consistently used on a daily basis by all team members Some members of team are reluctant to implement, discuss, or consider using new strategies or bringing evidence of use (e.g., student work) Strategies used are inconsistent in promoting high levels of critical thinking or student engagement 	<ul style="list-style-type: none"> Team spends little, if any of their time discussing instructional strategies which produce student results Team members may lack good understanding of, familiarity with, or experience using a variety of research-based instructional strategies No agreements are made relative to trying new/different approaches
Determine Results Indicators	<ul style="list-style-type: none"> Established interim time-frame to monitor the implementation of the strategy Clear and detailed descriptions that allow others to replicate the described practices 	<ul style="list-style-type: none"> Describe teacher behaviors that will be seen if the selected strategies are implemented Evidence of teacher actions are monitored and/or exist Describe student actions/results that demonstrate strategy use Describe the change in student performance to be expected if the strategy is having the desired impact Indicators align to SMART goals 	<ul style="list-style-type: none"> Team may have identified some results indicators, but do not monitor results Results indicators may exist, may be monitored, however, they are not directly tied to critical student needs (e.g., SMART goals) 	<ul style="list-style-type: none"> Team does not identify results indicators