



PLC Implementation Rubric

PLC Element	Pre-Initiation Stage	Initiation Stage	Developing Stage	Sustaining Stage
<p>Culture of Learning: It is evident that learning for all is our core purpose <i>Purpose and intent of Theory of Action I-V</i></p>	<ul style="list-style-type: none"> Most educators view the mission of the school as teaching rather than learning. Most educators operate from the assumption that although students should all have the opportunity to learn, responsibility for learning belongs to the individual student and will be determined by his or her ability and effort. 	<ul style="list-style-type: none"> Educators are beginning to identify and clarify learning outcomes for all grade levels or courses, but they do not yet impact the practice of most educators. Responding to students who are not learning is left to the discretion of the individual educators. 	<ul style="list-style-type: none"> Educators are seeing the benefits of clearly established expectations for student learning and systematic processes to monitor student learning. Educators are becoming more analytical in assessing the evidence of student learning. Educators are looking for ways to become more effective in assessing student learning and providing instruction to enhance student learning. 	<ul style="list-style-type: none"> Educators are committed to ensuring all students learn. Educators work collaboratively to clarify what students are to learn. Educators create frequent common formative assessments to monitor each student's learning on an ongoing basis. Educators implement a systematic plan of intervention and enrichment. Educators are willing to examine all practices and procedures to see the impact on student learning.
<p>Collaborative teams focus on issues that directly impact student learning. <i>Aligned to Theory of Action I</i></p>	<ul style="list-style-type: none"> Educators are encouraged but not required to work together collaboratively. Some educators may elect to work with colleagues on topics of mutual interest. Educators are congenial but are not co-laboring in an effort to improve student learning. Teams may be unclear regarding how they should use the collaborative time. Topics tend to focus on 	<ul style="list-style-type: none"> Educators are on collaborative team(s). Teams have some time for collaboration during the instructional day. Teams are developing productive and professional relationships and implementing procedures. 	<ul style="list-style-type: none"> Team(s) have weekly collaboration time embedded during the regular contractual day. Guidelines have been established to ensure teams utilize collaborative time to determine instructional strategies to meet student needs. Collaborative teams are working interdependently to achieve goals specifically related to higher levels of student learning and are focusing their efforts on discovering better ways to achieve those goals. Team members are leading the collaborative work. School leaders monitor the effectiveness of teams and provide 	<ul style="list-style-type: none"> The collaborative team process directly impacts educators practice in the classroom, helping each other clarify what to teach, how to assess, and how to improve instruction. The collaborative team process is deeply engrained in the school culture. Collaborative teams are self-directed and skillful in advocacy and inquiry. Collaborative teams focus on issues that are significant in improving student learning and set specific, measurable goals to monitor improvement. The collaborative team process serves as a powerful form of job-embedded professional development. <p>1. Identify learning needs based on</p>

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<p>Collaborative teams focus on issues that directly impact student learning.</p>	<p>matters other than classroom instruction and student learning.</p>		<p>assistance when a team struggles.</p>	<p>2. Evidence 3. Engage in action research 4. Learn from one another</p> <ul style="list-style-type: none"> The collaborative team evaluates the effectiveness of instructional practices using student data.
<p>Clarity regarding what students must know and be able to do. <i>Aligned to Theory of Action II</i></p>	<ul style="list-style-type: none"> Educators have access to standards Educators individually decide what to teach, when to teach it, and how long they will teach it. 	<ul style="list-style-type: none"> Collaborative teams prioritize standards for each unit and individual members are committed to them. 	<ul style="list-style-type: none"> Collaborative teams have identified mastery (for the priority standards) and the steps necessary to achieve it. Collaborative teams establish long-range instructional plans based on priority standards for each unit. Collaborative teams identify strategies for teaching the content effectively. 	<ul style="list-style-type: none"> Educators have worked in vertical collaborative teams to establish a guaranteed and viable curriculum. Every student has access to the priority standards and support (intervention) to achieve the intended outcomes, when necessary. Educators are reflective throughout each unit and alter the instruction, as needed. Collaborative teams use common criteria to judge student work.
<p>Assessing whether students have learned the essential curriculum. <i>Aligned to Theory of Action III</i></p>	<ul style="list-style-type: none"> Educators are administering the district and/or state identified assessments. Assessment results are provided to educators by the district/principal. 	<ul style="list-style-type: none"> Individual educators find and/or create the assessments he or she will use to monitor student learning. Assessment results are utilized to assign grades. 	<ul style="list-style-type: none"> Collaborative teams agree upon and/or create and administer common formative assessments based on priority standards. Assessment results are utilized to inform teacher practice and student next steps. 	<ul style="list-style-type: none"> Teams collaboratively analyze common formative assessment results to inform instruction frequently throughout the school year. Assessment results are utilized to inform and improve collective educator practice and provide opportunities for students to monitor their own progress.
<p>Creating a focus on results that impacts schools, teams, and teachers.</p>	<ul style="list-style-type: none"> There are no systematic processes to use results as a tool for improvement. 	<ul style="list-style-type: none"> District leaders analyze results from high stakes assessments and results are shared with schools. Principals and 	<ul style="list-style-type: none"> Schools have a process for teams to analyze results from assessments. Teams identify areas of concern and discuss strategies for improving the collective results. Assessments are used to identify students who are experiencing 	<ul style="list-style-type: none"> Collaborative teams of educators regard ongoing analysis of results as critical to the teaching and learning process. Results from CFAs are compared to results of high stakes assessments to validate effectiveness of local assessments.

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<p>Creating a focus on results that impacts schools, teams, and teachers. <i>Aligned to Theory of Action IV</i></p>	<p>educators are encouraged to review the high stakes assessments results and address weaknesses as part of the school improvement plan.</p>	<p>difficulty.</p> <ul style="list-style-type: none"> ● The school creates systems to provide those students with additional time and support for learning. 	<ul style="list-style-type: none"> ● Educators use results to identify strengths and challenges in their professional practice and to help each other address areas of concern. ● SMART goals drive the work of each collaborative team and analysis of individual student results enables the school and team to create efficient and timely interventions. ● Improved results and achievement of goals are the basis for a culture of celebration within classrooms, schools, and the district. 	<ul style="list-style-type: none"> ● The school has a highly monitored and coordinated system of interventions and enrichment in place. ● The system is very fluid. Students move into intervention and enrichment easily, and remain only as long as they benefit from it. Students are <i>required rather than invited</i> to utilize the support of interventions. ● Collaborative teams are systematically using targeted interventions and enrichment based on the results of common assessment.
<p>Systems of timely interventions and enrichment. <i>Aligned to Theory of Action V</i></p>	<ul style="list-style-type: none"> ● No coordinated school response exists for students who experience difficulty or are in need of enrichment. ● The team is not coordinated, individual educators may or may not be providing interventions/enrichment. 	<ul style="list-style-type: none"> ● The school has taken steps to provide students with additional time and support when they experience difficulty or need enrichment. Students are <i>invited rather than required</i> to get this support. ● Collaborative teams use common assessment data to identify students in need of interventions /enrichment. 	<ul style="list-style-type: none"> ● The school has a systematic plan to provide interventions that are timely and mandatory. ● Attempts at structural changes (i.e. schedule) to support this system are being made. ● Collaborative teams are attempting targeted interventions and enrichment based on the results of common assessments. 	<ul style="list-style-type: none"> ● The school has a highly monitored and coordinated system of interventions and enrichment in place. ● The system is very fluid. Students move into intervention and enrichment easily, and remain only as long as they benefit from it. Students are <i>required rather than invited</i> to utilize the support of interventions. ● Collaborative teams are systematically using targeted interventions and enrichment based on the results of common assessment.