JOURNEY TO AUTHENTIC PLC INNOVATION CONFIGURATION SUPPORT DOCUMENT

SHARED VISION AND NORMS	Level 4	Level 3	Level 2	Level 1
Shared Goals	• 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	• Most team members are committed to improving student achievement. • Most staff work collaboratively to improve achievement through the PLC structure.	• An increasing number of team members share values and goals related to instruction, and participate actively in collaborative work to improve student math achievement.	• Team members have diverse values and goals related to instruction. • May still work in isolation, on lessons, assessments, and improving instruction.
Membership Participation	• 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.	• 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 leaning 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 •	• 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	• 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	• 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	• Team operates by clearly defined and collaboratively developed norms for professional behavior • Norms are reflected upon and modified as necessary	• Team agreed to set of norms • Members are inconsistent in adhering to these norms and must be reminded to follow these norms	• 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	• Available to team within one day • Record of collaboration, analysis, and strategies are exceptionally detailed to allow fore replication of practices by others outside of the team	• Accurate/detailed representation of mtg. • Includes list of members present • Indicates prioritized needs for team focus • Describes agreed upon strategies/actions to be taken before next meeting • Descriptions of strategies are specific • Results indicators for <u>both</u> teachers and students are present and clear • Available to team within 2-days of meeting	• 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	• 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	• Available by the next work day • Disaggregated by significant sub-groups • All stakeholders, including students, are aware of data • Supports independent student goal setting	• Results are available within one-two weeks of assessment • Disaggregated by standard to support identified needs • Disaggregated by teacher • All team members have results including personnel who may not be able to attend meeting • Supports timely, specific, and relevant feedback to teachers and students to improve performance	• Results not consistently available in time for meeting • Results not always aligned to <u>specific</u> standards • Some data supports and/or align with SMART goals • Data disaggregated by team, not always by teacher (or teacher results are not routinely used) • Data does not always include teachers who teach subject but are not on team	• 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	• 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	• Very knowledgeable of team process • Provide consistent scheduled time for collaboration 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 of teams • 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	• 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)	• 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

DATA AND GOAL SETTING	Level 4	Level 3	Level 2	Level 1
Collect and Chart Data	• Results are disaggregated according to specific learning goal (standard) • Data results are shared and celebrated with stakeholders	• "Pre assessment" and "post assessment" data are used throughout the year • Data assembled for discussion purposes <u>prior</u> to start of meeting • Results include number and percentage of students proficient, almost proficient, and far to go • Team members maintain a data wall that reveals to students and other stakeholders progress in meeting learning goals • Data assembled regularly includes a variety of student work products • Data regularly include "adult actions"	• Members bring required data with them to the meeting • Team has a schedule to regularly collect student data throughout year	• 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	• Targeted needs have impact in multiple subject areas—ex. Identifying supporting details, cause and effect, writing, summarizing, problem solving, critical thinking	• Identification of student strengths and needs are within the direct influence of teachers • Needs/strengths identified result directly from 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	• 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	• 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)	• SMART Goals are set relative to and/or support individual students (e.g., "far to go," "already close" proficient")	• Goals are SMART
		  √ **S**pecific to targeted subject area, grade level, and student population
		  √ **M**easurement instrument to be used and the element examined must be measurable
		  √ **A**chievable percentage gains or increases
		  √ **R**elevant target tending to urgent needs
		  √ **T**ime when the assessment will take place
		• Goals are reviewed and adjusted as needed
			• 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
				• 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	• Strategies promote literacy development (e.g., reading, writing, listening, speaking) • Strategies promote skill/concept development in other subject matters (e.g., number sense)	• 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 • <u>All</u> 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	• 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	• 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	• Established interim time-frame to monitor the implementation of the strategy • Clear and detailed descriptions that allow others to replicate the described practices	• 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	• Team may have identified some results indicators, but do not monitor results • Results indicators may exit, may be monitored, however, they are not directly tied to critical student needs (e.g., SMART goals)	• Team does not identify results indicators