

Sample Innovation Configuration—Professional Learning Community (PLC)

Component 1: Implements Meeting Structure and Procedures			
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<ul style="list-style-type: none"> *Attends and actively participates in all bi-monthly meetings *Routinely follows meeting norms and agenda *Routinely reflects on how I and the group follows norms and agenda *Routinely records, disseminates, and reviews meeting minutes *Consistently rotates established meeting roles *Always comes fully prepared *Routinely creates agenda collaboratively for next meeting *Consistently ensures input from all team members *Consistently uses the guiding questions for discussion 	<ul style="list-style-type: none"> *Attends and actively participates in most bi-monthly meetings * Usually follows meeting norms and agenda *Usually reflects how I and the group follows norms and agenda *Takes and disseminates meeting minutes, does not review them *Rotates established meeting roles *Usually comes prepared *Usually creates agenda collaboratively for next meeting *Usually includes input from all team members *Consciously uses the guiding questions for discussion 	<ul style="list-style-type: none"> *Attends meetings; does not actively participate in most meetings * Sometimes does not follow meeting norms and agenda *Periodically, reflects on how I and the group follows norms and agenda * Takes meeting minutes; does not disseminate or review them *Rotates established meeting roles *Frequently is not prepared *Seldom creates agenda collaboratively for next meeting *Occasionally includes input from all team members *Seldom uses the guiding questions for discussion 	<ul style="list-style-type: none"> *Inconsistently attends meetings *Does not actively participate in meetings *Consistently does not follow meeting norms and agenda *Does not establish and rotate roles *Discusses items that are off topic *Does not take meeting minutes *Consistently is not prepared *Does not collaboratively create agenda *Does not pay attention to including input from all team members *Does not use the guiding questions

Component 2: Utilizes Organizational Recordkeeping

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<p>* Sets up a PLC team binder including:</p> <ul style="list-style-type: none"> -Names of team members -Team meeting schedule -Team meeting log -Team norms -Educational standards -Team SMART goals with data -Guiding Questions for discussion <p>*Consistently maintains the PLC team binder with meeting agendas, minutes, and team SMART goals with data</p>	<p>*Establishes a PLC binder with the components</p> <p>*Occasionally, maintains the binder with meeting agendas, minutes, and team SMART goals with data.</p>	<p>*Does not establish a Cycle Team/ PLC team binder</p> <p>*Does not maintain the PLC team binder</p>	

Component 3: Uses Student Data to Drive Instruction

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<p>*Consistently collects current data from a variety of assessments</p> <p>*Consistently analyzes student work using established protocol tied to standards</p> <p>*Engages in professional conversations around student</p>	<p>*Collects current data every month</p> <p>*Consistently analyzes student work, but does not tie with the standards</p> <p>*Periodically engages in professional conversations</p>	<p>*Collects data only at district major checkpoints</p> <p>*Periodically analyzes student work</p> <p>*Periodically engages in professional conversations around student performance</p>	<p>*Does not collect current data</p> <p>*Does not analyze student work</p> <p>*Does not use established protocol tied to standards</p> <p>*Does not engage in professional conversations about student work</p>

<p>performance at each meeting</p> <ul style="list-style-type: none"> *Regularly (monthly) creates PLC SMART goals and implementation plans based on data analysis *Implements the PLC SMART goals and implementation plans *Collects data to share at the next PLC that shows the effect of the plan on student learning *Consistently uses formative data to modify instruction 	<p>around student performance</p> <ul style="list-style-type: none"> *Creates PLC SMART goals and implementation plans each quarter based on data analysis *Usually collects data to share that shows the effect of the plan on student learning *Usually uses formative data to modify instruction 	<ul style="list-style-type: none"> *Creates PLC SMART goals only at the beginning of the school year based on data analysis *Seldom collects data that shows the effect of the plan on student learning *Periodically uses formative data to modify instruction 	<ul style="list-style-type: none"> *Does not create or implement PLC SMART goals or implementation plans *Does not collect data that shows the effect of the plan on student learning *Does not use formative data to modify instruction
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Component 4: Incorporates Professional Learning

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<p>*Identifies research/professional articles to read prior to the meeting and discusses the article using an identified protocol during the meeting to inform instructional practice</p> <p>*Regularly arranges professional development based on identified needs from SMART goals and implementation plans</p> <p>*Explicitly identifies and implements research-based appropriate instructional strategies</p> <p>*Regularly provides constructive, timely feedback on instruction to teammates during meetings (Observational notes, reviewing lesson plans, reviewing student work)</p>	<p>*Reads and discusses research/professional articles during the PLC meeting to inform instructional practice</p> <p>*Periodically arranges professional development based on identified needs from SMART goals and implementation plans</p> <p>*At times explicitly reflects on research-based instructional strategies to implement</p> <p>*Occasionally provides constructive feedback on instruction to teammates during meetings</p>	<p>*Does not read articles to inform instructional practice</p> <p>*Does not arrange professional development</p> <p>*Does not explicitly reflect on research-based instructional strategies</p> <p>*Does not provide feedback to other team members</p>	