

PLC PRIORITY: BUILDING A COLLABORATIVE, RESULTS-ORIENTED, AND HIGH PERFORMING CULTURE						
Practice Description	No Evidence	Emerging <i>Discussing how to do this practice but not yet acting</i>	Developing <i>Working on this practice at a beginning level and not yet institutionalized</i>	Expanding <i>Implementing practice at proficient level with regular consistency.</i>	Sustaining <i>Demonstrating capacity to do practice at a high level and it's embedded in school culture.</i>	Observation Notes
<b>1. Looking at Student and Teacher Work:</b> We look at student work in teams using defined protocols, and use these discussions to take steps to improve learning, teaching, and assessment?						
<b>2. Text-based Discussions:</b> We use text-based discussion protocols to review professional literature and discuss implications to improve our teaching and assessment practices.						
<b>3. Collaborate and Plan Effectively:</b> We have developed agendas, team norms, roles and responsibilities, and we regularly reflect on how well we're doing.						
<b>4. Using Data to Inform Our Inquiry:</b> We engage in analyzing student work and other student assessment data to identify patterns, strengths, and gaps in students learning.						
<b>5. Peer Classroom Observations:</b> We observe each other's teaching, share lessons and resources, and give and receive feedback to improve teacher practice.						
<b>6. Turning Reflection into Action:</b> We bring instructional dilemmas and questions to the team and we use protocols to structure our conversations to improve teacher practice.						
<b>7. Designing Lessons and Units:</b> We develop engaging lessons that are clearly linked to performance standards.						
<b>8. Designing Assessments:</b> We design authentic performance assessment tasks for projects and units.						

## PLC Observation Report

<b>Practice 1: Looking at Student and Teacher Work.</b> We look at student work in teams using defined protocols, and use these discussions to take steps to improve learning, teaching, and assessment? <b>Developmental Level:</b>	
<b>Strengths</b>	<b>Challenges</b>

  

<b>Practice 2: Text-based Discussions.</b> We use text-based discussion protocols to review professional literature and discuss implications to improve our teaching and assessment practices. <b>Developmental Level:</b>	
<b>Strengths</b>	<b>Challenges</b>

  

<b>Practice 3: Collaborate and Plan Effectively.</b> We have developed agendas, team norms, roles and responsibilities, and we regularly reflect on how well we're doing. <b>Developmental Level:</b>	
<b>Strengths</b>	<b>Challenges</b>

**PROFESSIONAL LEARNING COMMUNITY RUBRIC****SCHOOL OR DISTRICT:**

**Practice 4: Using Data to Inform Our Inquiry.** We engage in analyzing student work and other student assessment data to identify patterns, strengths, and gaps in students learning. **Developmental Level:**

Strengths	Challenges

**Practice 5:** We observe each other's teaching, share lessons and resources, and give and receive feedback to improve teacher practice. **Developmental Level:**

Strengths	Challenges

**Practice 6: Turning Reflection into Action.** We bring instructional dilemmas and questions to the team and we use protocols to structure our conversations to improve teacher practice. **Developmental Level:**

Strengths	Challenges

**PROFESSIONAL LEARNING COMMUNITY RUBRIC****SCHOOL OR DISTRICT:**

***Practice 7: Designing Lessons and Units.*** We develop engaging lessons that are clearly linked to performance standards.  
***Developmental Level:***

Strengths	Challenges

***Practice 8: Designing Assessments:*** We design authentic performance assessment tasks for projects and units.  
***Developmental Level:***

Strengths	Challenges

***Recommendations or Action Plan***

Actions	Person(s) responsible	Timeline