

## SIG for Collaborative Culture in a PLC

<b>Collaborative Culture of a PLC</b>	
<p><b>Anchor Statement:</b> Teachers work in collaborative teams and take collective responsibility for student learning rather than working in isolation. Teams must work interdependently to achieve common goals for which each member is mutually accountable.</p>	
<b>Level of Implementation</b>	<b>Success Criteria</b>
Next-Level PLC	<p>All the items in PLC mastery, plus the following.</p> <ul style="list-style-type: none"> <li>• All meetings are professional with a focus on challenging negative attitudes or practices to help all students, particularly those who are underserved, achieve at high levels, with an eye on equity.</li> <li>• Teams assume a leadership role in the school by sharing information and presenting at workshops to help improve the work of other teams in the organization while remaining humble and assisting others to improve their practice, making the system better.</li> <li>• Teams are self-directed and skillful in advocacy and inquiry. Teachers take on a coaching role with their grade-level or content-area team, vertical team, and other colleagues in the building to share instructional best practices and foster teacher growth.</li> </ul>
Mastery of PLC	<ul style="list-style-type: none"> <li>• Educators work in collaborative teams and take collective responsibility for the learning of all students.</li> <li>• The structures are in place to ensure successful collaboration with time embedded in the workplace, a plan in place to ensure the success of teams, and a system in place to coach the teams.</li> <li>• Collaborative time focuses on issues most significant in improving student learning.</li> <li>• Teams always adhere to the expected norms and assign member roles.</li> <li>• Teams understand the sense of urgency required to help the students, so members maximize every minute of meeting time available.</li> <li>• Leaders dedicate a daily thirty-minute block, with the focus for the block on staff and student learning.</li> </ul>
Non-PLC	<ul style="list-style-type: none"> <li>• Staff prefer a culture of isolation rather than collaboration.</li> <li>• Teams do not have dedicated time in the workplace for collaboration, members do not focus collaboration time on student learning, and leaders do not monitor or support the work.</li> <li>• Teams regularly complain and tend to point fingers at others.</li> <li>• Teams do not focus on student or staff learning.</li> <li>• Teachers have little to no awareness of the strategies colleagues use in the same course.</li> <li>• Teachers see students as “my students” rather than “our students.”</li> <li>• Teachers dismiss opportunities to work collaboratively with grade-level or content-area partners.</li> <li>• Teams don’t capitalize on the time leaders allocate for collaboration or don’t adhere to team norms or assigned roles.</li> </ul>