The Professional Learning Communities at Work™ Continuum: Effective Communication

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We understand the purpose and priorities of our school because they have been communicated consistently and effectively.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
The school has established a clear purpose and priorities that have been effectively communicated. Systems are in place to ensure action steps aligned with the purpose and priorities are implemented and monitored.	There is no sense of purpose or priorities. People throughout the school feel swamped by what they regard as a never-ending series of fragmented, disjointed, and short-lived improvement initiatives. Changes in leadership inevitably result in changes in direction.	Key leaders may have reached agreement on general purpose and priorities, but people throughout the organization remain unclear. Furthermore, if asked to explain the priorities of the school or the strategies to achieve those priorities, leaders would have difficulty articulating specifics. Staff members would offer very different answers if pressed to explain the priorities of the school.	There is general understanding of the purpose and priorities of the school, but many staff members have not embraced them. Specific steps are being taken to advance the priorities, but some staff members are participating only grudgingly. They view the initiative as interfering with their real work.	Structures and processes have been altered to align with the purpose and priorities. Staff members are beginning to see benefits from the initiative and are seeking ways to become more effective in implementing it.	There is almost universal understanding of the purpose and priorities of the school. All policies, procedures, and structures have been purposefully aligned with the effort to fulfill the purpose and accomplish the priorities. Systems have been created to gauge progress. The systems are carefully monitored, and the resulting information is used to make adjustments designed to build the collective capacity of the group to be successful.

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Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
The leaders in the school communicate purpose and priorities through modeling, allocation of resources, what they celebrate, and what they are willing to confront.	There is no sense of purpose and priorities. Different people in the school seem to have different pet projects, and there is considerable in-fighting to acquire the resources to support those different projects.	Leaders can articulate the purpose and priorities of the school with a consistent voice, but their behavior is not congruent with their words. The structures, resources, and rewards of the school have not been altered to align with the professed priorities.	The school has begun to alter the structures, resources, and rewards to better align with the stated priorities. Staff members who openly oppose the initiative may be confronted, but those confronting them are likely to explain they are doing someone else's bidding. For example, a principal may say, "The central office is concerned that you are overtly resisting the process we are attempting to implement."	People throughout the school are changing their behavior to align with the priorities. They are seeking new strategies for using resources more effectively to support the initiative, and are willing to reallocate time, money, materials, and people in order to move forward. Small improvements are recognized and celebrated. Leaders confront incongruent behavior.	The purpose and priorities of the school are evident by the everyday behavior of people throughout the school. Time, money, materials, people, and resources have been strategically allocated to reflect priorities. Processes are in place to recognize and celebrate commitment to the priorities. People throughout the school will confront those who disregard the priorities.

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