

The Professional Learning Communities at Work™ Continuum: Implementing the PLC Process Districtwide

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.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
The district has demonstrated a sustained commitment to improving schools by developing the capacity of school personnel to function as a PLC. District leaders have been explicit about specific practices they expect to see in each school, have created processes to support principals in implementing those practices, and monitor the progress of implementation.	There is no focused and sustained districtwide process for improving schools. Improvement efforts tend to be disconnected, episodic, and piecemeal. Projects come and go, but the cultures of schools remain largely unaffected.	The district has announced that schools should operate as professional learning communities and may have articulated a rationale in support of PLCs, but the process remains ambiguous, and educators at the school site view it as just one of many initiatives raining down upon them from the central office. Little is done to monitor implementation. Some central office leaders and principals demonstrate indifference to the initiative.	Central office leaders made a concerted effort to build shared knowledge and to establish a common language regarding the PLC process throughout the district. They have called for schools to operate as PLCs and clarified some of the specific structural changes to support teacher collaboration and systems of interventions that they expect to see in each school. They monitor the implementation of the structural changes and offer assistance to schools that seek it. Some schools move forward with effective implementation, while others merely tweak their existing structures. Professional practice is impacted in some schools and not in others.	Central office leaders have put processes in place to develop the capacity of principals to lead the PLC process in their schools, monitor implementation of the PLC process, and respond to schools that are experiencing difficulty. Building-level and central office leaders have begun to function as their own collaborative team and work interdependently to achieve common goals and identify and resolve issues that are interfering with the PLC process. Individual schools are examining ways to become more effective in the PLC process.	Administrators at all levels function as coordinated, high-performing teams characterized by a deep understanding of and commitment to the PLC process. They consider that process not as one of several improvement initiatives, but rather as <i>the</i> process by which they will continuously improve student and adult learning. They are intensely focused on student learning and make student achievement data transparent among all members. They work together collaboratively to resolve problems, develop a deeper understanding of the PLC process, and learn from one another. They are committed to the collective success of the team and the individual success of each member.

The central office leadership provides the clear parameters and priorities, ongoing support, systems for monitoring progress, and sustained focus essential to implementing the professional learning community process in schools throughout the district.

Where Do We Go From Here? Worksheet Implementing the PLC Process Districtwide

Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
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