

The Professional Learning Community Continuum (E)

Element of a PLC	Pre-Initiation Stage	Initiation Stage	Developing Stage	Sustaining Stage
A Focus on Results	There are no processes to use results as a tool for improvement. Teachers fall into a predictable pattern: They teach, they test, they hope for the best, and then they move on to the next unit.	District leaders analyze results from high-stakes summative tests such as state and provincial examinations. Data are shared with each school, and principals and teachers are encouraged to review the results and address weaknesses as part of their school improvement plan.	The school has created a specific process to bring together collaborative teams of teachers several times throughout the year to analyze results from common formative assessments. Teams identify areas of concern and discuss strategies for improving the collective results. Assessments are also used to identify students who are experiencing difficulty, and the school creates systems to provide those students with additional time and support for learning.	Collaborative teams of teachers regard ongoing analysis of results as a critical element in the teaching and learning process. They are hungry for information on student learning and gather and analyze evidence from a variety of sources. Results from their common formative assessments are compared to results from state and provincial assessments to validate the effectiveness of their local assessments. Teachers use results to identify strengths and weaknesses in their individual practice, to help each other address areas of concern, and to improve their effectiveness in helping all students learn. Strategically linked SMART goals drive the work of each collaborative team. Analysis of the performance of individual students enables the team and school to create efficient and timely interventions. Improved results and achievement of goals are the basis for a culture of celebration within classrooms, the school, and the district.

