Spring Branch ISD – BBS PLC Continuum Rubric - April 2019

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| **6 Essential Characteristics of a PLC** | **School’s Implementation Level** | | | |
| **Pre-initiation** | **Initiation** | **Developing** | **Sustaining** |
| *School has not yet begun to address* | *The effort has not yet begun to impact a “critical mass” of staff* | *Staff has begun to align their thinking, practices, and structures* | *The characteristic is deeply embedded in the school culture; serves as the driving force of the work; internalized in such a way that the school can survive changes in key personnel.* |
| 1. **SHARED MISSION, VISION, VALUES, AND GOALS** | | | | |
| **Shared mission and a school-wide focus on learning**   * ***Is it evident that “learning for ALL” is our core purpose?*** * ***Do we “Keep the main thing the main thing”?*** | No effort has been made to engage faculty in identifying what they want students to learn, or how they will respond if students don’t learn. | Teams of teachers have not agreed on essential and important knowledge. Responding to students who are not learning is left to the discretion of individual teachers. | Teachers are clear regarding the learning outcomes their students are to achieve. They developed strategies to assess student mastery of these outcomes, they monitor results, and they attempt to respond to students who are not learning. | Learning outcomes are clear; each student’s attainment of outcomes is carefully monitored. The school has developed systems to provide more time and support for students experiencing difficulty in achieving the outcomes. Practices, programs, and policies of the school are continually assessed on the basis of their impact on learning. Staff members work together to enhance their effectiveness to help students achieve learning outcomes. |
| **Shared vision**   * ***Has the school identified what they are trying to create?*** | No effort has been made to engage faculty in describing preferred conditions for their school (i.e., what is our “ideal school”) | A vision statement has been developed for the school, but most staff are unaware of, or unaffected by it. | Staff members worked together to describe the school they are trying to create. Staff endorsed this general description and feel a sense of ownership. School improvement planning and staff development initiatives are tied to the shared vision. | Staff members routinely articulate the major principles of the shared vision and use those principles to guide their day-to-day efforts and decisions. Staff honestly assess the current reality and continually seek effective strategies for reducing the discrepancies between the conditions described in their vision and their current reality. |
| **Shared values**     * ***How must we behave to advance our shared vision?*** | Staff members have not articulated the attitudes, behaviors, or commitments they are prepared to demonstrate in order to advance the mission of learning for ALL and the vision of what the school might become. Discussions focus on what other groups must do to help them. | Staff members have articulated statements of belief or philosophy for their school; however, these value statements have not yet impacted their day-to-day work or the operation of the school. | Staff members made a conscious effort to articulate and promote the attitudes, behaviors, and commitments that will advance their school’s vision. People are confronted when they behave in ways that are inconsistent with the core values. | The values of the school are embedded in the school culture. These shared values are evident to new staff and to those outside of the school. The shared values influence policies, procedures, and daily practices of the school as well as day-to-day decisions of individual staff members. |

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| **Shared goals**     * ***What are our priorities?*** * **SMART = *Strategic, Measurable,***   ***Attainable, Results-based,***  ***Time-bound*** | No effort has been made to engage the staff in setting and defining school improvement goals related to student learning. If goals exist, they have been developed by the school administration or central office staff. | | Staff members participated in a process to establish goals, but the goals are typically stated as projects to be accomplished, or are written so broadly that they are impossible to measure. The goals do not yet influence instructional decisions in a meaningful way. | Staff members worked together to establish long- and short-term improvement goals. The goals are clearly communicated. Assessment tools and strategies have been developed and implemented to measure progress toward the goals. | | All staff pursue SMART goals as part of their routine responsibilities. Goal attainment is celebrated and staff members demonstrate willingness to identify and pursue challenging stretch goals. |
| 1. **COLLABORATIVE TEAMS FOCUSED ON LEARNING** | | | | | | |
| **Curriculum focus and reduction** | Each teacher independently decides what to teach. | | Teachers use state curriculum standards to decide what to teach. Curriculum overload and coverage is common. | Teams of teachers work with state standards to decide what to teach. Pacing guides are developed collectively. | | Teams of teachers collaboratively agree upon curriculum focus and on what students are expected to learn. Content is reduced to more meaningful (essential and important) content taught at greater depth. |
| **Collaborative culture: Teacher collaboration and collective inquiry** | Teachers work in isolation. | | Teachers recognize a common curriculum that they are responsible for teaching, but there is little exchange of ideas regarding instructional materials, teaching strategies, or methods of assessment. | Teachers function in work groups that meet periodically to complete certain tasks such as reviewing intended outcomes and coordinating calendars. | | Teachers function as a team. They work collaboratively to identify collective goals, develop strategies to achieve those goals, gather relevant data, and learn from one another. Unlike a work group, they are characterized by common goals and interdependent efforts to achieve those goals. |
| **Common assessments**   * **Formative** * **Summative** | Each teacher independently decides how to assess learning. Student learning is documented as average achievement over time. Teachers have little awareness of what or how colleagues are assessing student learning. | | Individual teachers design assessments. Student learning is documented as average achievement over time. Teachers compare school assessment data with their own students’ data to determine the relative success of their students. | Teams of teachers design common assessments to monitor student performance. Results may be shared and analyzed collectively. Student learning is documented as average achievement over time. | | Assessments are designed by teams of teachers; data is analyzed collectively to inform their teaching. Students use the data as information about their progress toward learning goals and to document their content and skill mastery. Assessment practices serve to motivate students by giving them multiple opportunities to demonstrate their learning. Student learning is documented as it is achieved. |
| 1. **COLLECTIVE INQUIRY** | | | | | | |
| **Collaborative culture: Principals as lead learners** | Questions of power are a continuing source of controversy and friction. | | Efforts have been made to reduce friction by clarifying “management rights” and “teacher rights.” Both parties are protective of intrusion onto their turf. | Administrators solicit and value teacher input as improvement initiatives are developed and considered, but administrators are regarded as having primary responsibility for school improvement. (Team Plan) | | Staff are fully involved in the decision making. Administrators pose questions, delegate authority, create collaborative decision-making processes, and provide staff with the information, training, and parameters they need to make good decisions. School improvement is viewed as a collective responsibility. Teachers serve as transformational leaders. (Team Plan) |
| 1. **ACTION ORIENTATION AND EXPERIMENTATION** | | | | | | |
| **Action research** | Individual teachers may try experiments in their own classrooms, however no structures to support, assess, or share findings are in place. Many teachers have no knowledge of or involvement in action research. | | Some staff members participate in pilot action projects. The sharing of findings is largely informal. | Staff members have been trained in action research methods and conduct action research to improve their professional practice. Findings generated by this research are beginning to influence classroom practices. | | Topics for action research arise from the shared vision and goals of the school. Staff members regard action research as an important component of their professional responsibilities. There are frequent discussions regarding the implications of findings as teachers attempt to learn from the research of their colleagues. |
| **Research-based best practices** | Decisions about improvement strategies are made by “averaging opinions” or are externally mandated. Emphasis is placed on how teachers like various approaches. | | Teachers rely on others outside the school to identify improvement strategies and to supply additional resources for implementation. The effectiveness of improvement strategies are externally validated. | Teachers collaborate to set goals around prescribed improvement strategies. Individual teachers and teaching teams gather information to identify and monitor individual and team goals. | | Decisions about improvement strategies are made by teams of teachers combing the research to identify best practices to affect student learning goals. Approaches are internally validated. Teacher teams try various approaches and collaborate on how the approaches affect student learning. The effect on student learning is the primary basis for assessing various improvement strategies. |
| 1. **COMMITMENT TO CONTINUOUS IMPROVEMENT** | | | | | | |
| **Continuous improvement**   * **Datawise** * **on-going data collection** * **analysis** * **reflection** | Little attention is devoted to creating systems that enable the school or individual teachers to track improvement. The school has a difficult time answering the question, “Are we becoming more effective in achieving our shared vision?” | A few people in the school are tracking general indicators of achievement, such as mean scores on state and national tests. Positive trends are celebrated. Negative trends are dismissed or suppressed. | | Individual teachers and teaching teams gather information to identify and monitor individual and team goals. | | Everyone in the school participates in an ongoing cycle of systematic gathering and analysis of data to identify discrepancies between actual and desired results, goal setting to reduce the discrepancies, developing strategies to achieve the goals, and tracking improvement indicators. |
| **Intervention and enrichment strategies are:**   * **Systematic** * **Direct** * **Timely** | Remediation is offered when students fail to learn. | Individual teachers have the discretion to invite students to participate in enrichment and intervention sessions that are offered periodically. | | Teachers collaboratively plan interventions for students who are not learning. Additional time and support is offered regularly outside of the school day. (during the day) | | Intervention and enrichment time is embedded in the daily schedule of the school day. Students are required to be involved when they are experiencing difficulty learning. Structures are in place to support teachers’ efforts in providing additional time and support. |
| **Celebration** | Celebrations and recognition are infrequent and focus on things other than the mission of the school. | Celebrations and recognition occur periodically and focus on a variety of school activities. | | Examples of the core values at work are shared regularly in stories and celebrations. Group recognition is the norm. | | Celebration is frequent, tied directly to the school’s mission, vision, and values. It recognizes the accomplishments of individuals as well as groups. Recognition is given for improvements and accomplishments towards learning goals. |
| 1. **RESULTS ORIENTATION** | | | | | | |
| **Focus on results** | Desired results for each student have not been identified. | Desired results are identified, but stated in broad terms that cannot be measured. Improvement initiatives focus on projects and tasks to be completed, rather than student achievement. | | Desired results are identified in terms of student outcomes. Student achievement indicators have been identified. Data are being collected and monitored within the school or district. Results are shared with teachers. | Teams of teachers are “hungry” for information on results. They gather relevant data and use it to identify improvement goals and to monitor progress toward goals. | |
| **Schools plan with a few important**  **SMART goals** | Campus improvement plan focuses on a wide variety of things. The plan is often completed to meet a mandate and then ignored. | Campus improvement plan focuses on mandated areas of improvement. Areas of instructional focus and indicators of student achievement are weakly defined. | | Campus improvement plan focuses on areas of improvement and learning goals identified by staff. Teachers collaborate to identify areas of focus based on prior data. | Campus improvement plan focus on a few important SMART goals that, with sustained and organized effort, will improve student learning. Impact of the plan is meaningful and measurable. | |
| **Focus and Persistence** | Improvement efforts frequently shift as new trends and ideas come along. | Schools take their lead from outside the school for direction and resources. Some staff view the “re-culturing” of their school as an event or a mandate rather than a sustained effort requiring their on-going commitment and involvement. | | School staff begins to “look in the mirror” for school improvement initiatives. Some staff step forward to lead and promote collaborative decision making regarding teaching and learning, even though they may have resistance from colleagues. | The school is committed to “staying the course” in the attainment of the school vision. New initiatives are only implemented if it is determined that the change will help the school achieve its vision for the future. The leaders promote, protect, and defend the school’s vision and values and confront behavior that is incongruent with the school’s mission, vision and values. Teachers and students have a sense of self-efficacy. | |

***Adapted from Dr. Rick DuFour’s “The Professional Learning Community Continuum Rubric”***