

**PROFESSIONAL LEARNING COMMUNITY EFFECTIVENESS TOOL**

**Directions:** Record evidence of implementation during observation. Complete rating after discussion of evidence.

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| **PLC Team Information** | | | | | | | |
| **SCHOOL:** | | | **PLC GRADE LEVEL (IF APPLICABLE):** | | **CONTENT (IF APPLICABLE):** | | |
| **PLC Indicator 1: Using Norms for Collaboration** | | | | | | | |
| The team has developed norms for collaboration that are recognized and used as a guiding force through the meeting. | | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | ADVANCED      The PLC functions as a team and everyone is committed to the norms as a guiding force. | PROFICIENT      The PLC has established norms, with involvement of all members, and is using them to guide most of the work. | PROGRESSING      The PLC has developed norms and is in the beginning stages of using them. | NOT YET      The PLC does not yet have a clearly defined set of norms. | | | | | | | | |
| Evidence Used to Establish Rating for Indicator 1: | | | | | | | |
| **PLC Indicator 2: Developing and following Agendas** | | | | | | | |
| The PLC team collaboratively develops agendas and adheres to the established agenda to conduct the meeting. | | | | | | | |
|  | ADVANCED    The PLC works the agenda with precision (discussion and team interaction drives the agenda) and items are completed within the allotted time. | PROFICIENT    The PLC has an agenda and works to complete the agenda items in the allotted time. | | PROGRESSING    The PLC has developed an agenda but it is not always followed and items are not always completed. | | NOT YET    The PLC meeting is not well planned and organized around agenda items. |  |
| Evidence Used to Establish Rating for Indicator 2: | | | | | | | |
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| **PLC Indicator 3: Participation and SMART Goal Setting** | | | | | | |
| PLC members actively participate throughout the meeting and work as a cohesive team to establish and accomplish SMART goals. | | | | | | |
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|  | ADVANCED    Participation of PLC team members is not only evidenced, but the team is cohesive and interdependent (“all our students”) in the attainment of established SMART goals. | PROFICIENT    Participation of PLC members is evidenced in meetings and SMART goal setting is accomplished. | PROGRESSING    Participation of PLC members is more evenly distributed and openness in meetings is beginning to be practiced as the PLC begins to formulate SMART goals. | | NOT YET    Participation of PLC members is sporadic with some member’s not  contributing while others may dominate, which hinders the development and accomplishment of SMART goals. |  |
| Evidence Used to Establish Rating for Indicator 3: | | | | | | |
| **PLC Indicator 4: Producing CFAs Collaboratively based on PLC SMART goals** | | | | | | |
| CFAs and other data collection instruments (unit pre-test, unit post-test, mid-unit assessment, re-engagement assessment, exit slip, etc.) are collaboratively produced and used by the PLC in alignment with established SMART goals. | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | ADVANCED      The PLC meets and collaborates as a team to produce CFAs or other common data collection instruments to accomplish agreed upon SMART goals that all members use. | PROFICIENT      The PLC meets and is in the beginning stages of collaboratively producing CFAs or other common data collection instruments. | PROGRESSING      The PLC meets and shares ideas for common data collection. | NOT YET      The PLC meets and is cooperative, but fails to produce agreed upon CFAs or common data collection instruments. | | | | | | | |
| Evidence Used to Establish Rating for Indicator 4: | | | | | | |
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| **PLC Indicator 5: Measurement, Analysis, and Response Based upon Common Data** | | | | | | |
| PLC uses common assessments to collect data, analyze data, and respond accordingly to the data to improve student performance. | | | | | | |
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|  | ADVANCED      The PLC uses comparative  data to identify strengths and weaknesses and appropriately responds by collaboratively designing Tiered responses. | PROFICIENT      The PLC uses comparative data from CFAs to analyze curriculum delivery and has collaboratively discussed appropriate responses. | PROGRESSING      The PLC has some comparative data from common assessments, but  is not systematic in its approach to data analysis or response. | | NOT YET      The PLC does not yet collect data from common assessments, or has not begun to collaboratively discuss responses. |  |
| Evidence Used to Establish Rating for Indicator 5: | | | | | | |
|  | **PLC Indicator 6: PLC Process Management** | | | | | |
|  | The PLC process is being applied in a continuous improvement approach, and tracked using the district PLC cycle  template, to improve the key elements of the teaching and learning process resulting in improved student performance. | | | | | |
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| ADVANCED      The PLC process has been effectively integrated for continuous improvement and includes the use of quality tools, the district cycle template, and data analysis to improve all key elements of the teaching and learning process. | PROFICIENT      The PLC systematically uses the PLC process, but has not yet formalized the use of quality tools or the district template to establish a continuous improvement process. | PROGRESSING      A continuous improvement approach is occasionally applied to improve some, but not all, aspects of the PLC process. Quality tools and the district template are only utilized sporadically. | | NOT YET      There is a lack of understanding of how to use the PLC process in a continuous improvement approach to assess and improve student performance. |  |
| Evidence Used to Establish Rating for Indicator 6: | | | | | | |
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