**SCSD#2 Professional Learning Community (PLC) Rubric**

PLCs are proven vehicles for job-embedded, learning-centered, continuous improvement. The purpose of our teams is to ensure high levels of learning for all students.

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| **Focus of a PLC** | **Emerging** | **Proficient** | **Accomplished** | **Exemplary** |
| **Focus on Shared Commitment to Vision, Mission, Values, and Goals**  -Staff shares common vision, mission, values, and goals.  -The vision, mission, values, and goals are related to successful learning for all students.  -Shared commitment is evidenced by supportive behaviors. | * The team is still in the process of establishing statements related to vision, mission, values, and goals but may be relying on school leaders’ vision, mission, values and goal statements. * The team’s vision, mission, values, and goals are generally related to learning for all students. * The team members’ behaviors sporadically demonstrate shared commitment to vision, mission, values, and goals. |  The team has collectively developed statements that articulate vision, mission, values, and goals.   The team’s vision, mission, values, and goals are fully related to learning for all students.   The team members’ behaviors usually demonstrate shared commitment to vision, mission, values, and goals. |  The team has collectively developed and committed to statements that articulate vision, mission, values, and goals.   The team’s vision, mission, values, and goals are fully related to successful learning for all students.   The team members’ behaviors consistently demonstrate shared and ongoing commitment to vision, mission, values, and goals. |  The team has collectively developed and is strongly committed to statements that articulate vision, mission, values, and goals.   The team’s vision, mission, values, and goals are vitally related to successful learning at high levels for all students.   The team members’ behaviors consistently demonstrate shared, collaborative, and ongoing commitment to vision, mission, values, and goals. |
| **Focus on Learning**  -Staff is committed to answering the essential questions:   1. What do we want the students to learn? 2. How will we know if they have learned it? 3. What will we do if they haven’t learned? 4. What will we do if they have already learned? | * Team members share some ideas about the knowledge/skills students will acquire for this grade/course/unit. * Team members determine some success criteria for evaluating student work. * Team members sometimes provide interventions, generally having the teacher with the best assessment results providing instruction. * Team members sometimes provide enrichment activities with the assigned staff members determining what they will be. * Team members generally see their purpose in terms of teaching rather than student learning, but infrequently discuss teaching strategies. |  Team members are clear on the knowledge/skills that students should acquire for this grade/course/unit.   Team members collectively determine success criteria to judge proficiency levels of student work.   Team members, on a regular basis, collectively design interventions for students, using agreed upon instructional strategies and learning activities.   Team members, on a regular basis, collectively design enrichment/extension activities for students, using agreed upon instructional strategies and learning activities.   Team members sometimes use data to discuss each other’s teaching practices in order to improve instructional practice. | * Team members have agreed upon the knowledge/skills students should acquire for this grade/course/unit and have mapped the curriculum to help students achieve the intended learning outcomes. * Team members regularly administer common formative assessments, using results to target interventions using agreed upon best practice and targeted learning activities. * Team members, on a regular basis, use formative assessment data in order to target enrichment/extension activities for students, using agreed upon instructional strategies and learning activities. * Team members use data as a discussion starter regarding strengths and weaknesses of teaching strategies and learning activities. * Team members routinely use data to discuss each other’s teaching strategies/methods in order to improve instructional practice and student outcomes. | * Team members have agreed upon the knowledge/skills students should acquire for this grade/course/unit and have mapped the curriculum, including pacing guides, to help students achieve the intended learning outcomes. * Team members frequently administer common formative assessments and calibrate student work, using results to target interventions using agreed upon, researched, best practice and targeted learning activities. * Team members frequently analyze formative assessment data in order to target enrichment/extension activities for students, using agreed upon, researched instructional strategies and learning activities. * Team members routinely use data and classroom observation to delve into each other’s teaching strategies/methods in order to improve instructional practice and student outcomes. * Team members have developed a plan to foster continuous improvement in practices that affect student learning. |
| **Focus on Collaboration**  Staff is committed to:  -Improvement in working together effectively.  -Developing high levels of trust, respect, and transparency.  -Accepting collective responsibility for high levels of learning for all students. | * Team members may tend to work in isolation but occasionally share practices that have been effective in their classrooms. * Team members do not often demonstrate a sense of collective responsibility for all students. * Team members may have established norms, but they are seldom referred to or followed. * Team members display some trust and respect some of the time but lack transparency on improvement issues. * Team members’ interactions are mostly focused on non-instructional issues. | * Team members plan together and share practices that have been effective in their classrooms. * Team members sometimes demonstrate a sense of collective responsibility for all students. * Team members have established norms, but fail to refer to them or follow them consistently. * Team members display trust and respect most of the time, and one or two exhibit transparency on improvement issues. * Team members’ interactions are generally focused on instructional issues but lack a consistent focus on student learning. | * Team members plan together, share practices that have been effective in their classrooms, and regularly examine student data/work. * Team members consistently demonstrate a sense of collective responsibility for all students. * Team members have established norms, refer to them at each meeting and follow them consistently. * Team members display trust and respect consistently, and most exhibit transparency on improvement issues some of the time. * Team members’ interactions are mostly focused on instructional issues and consistently focus on student learning. | * Team members, within and outside meetings, plan together, share practices that have been effective in their classrooms, regularly examine student data/work, and jointly plan/conduct interventions/enrichment. * Team members frequently demonstrate a sense of urgency regarding collective responsibility for all students. * Team members have established norms, refer to them at each meeting, follow them with fidelity, and respectfully hold one another accountable for lapses. * Team members, within and outside meetings, display trust and respect, and all exhibit transparency on improvement issues most of the time. * Team members’ interactions are nearly always focused on instructional issues and center intently on student learning. |
| **Focus on Action**  Staff is committed to:  -Using student data to impact instructional decisions.  -Taking action based on inquiry and research. | * Team members may resist changing instructional practices even when evidence points to better approaches. |  Team members exhibit willingness to change instructional practices when evidence points to better approaches.   Team members sometimes implement new strategies. | * Team members often seek better instructional practices when evidence points to better approaches. * Team members often implement new strategies when convinced of positive impact on student learning. | * Team members routinely reflect on and seek better instructional practices when evidence points to better approaches. * Team members consistently implement new strategies when convinced of positive impact on student learning. * Team members habitually turn research, evidence, and new learning into practice. |
| **Focus on Results**  Staff is committed to:  -Assessing professional performance based on evidence.  -Improving student achievement through data analysis. | * Team members utilize limited sources of data, primarily summative and high stakes assessment results, to inform instructional practice. * Team members often view data as an end in itself, unrelated to informing instructional practice. |  Team members collect some interim and summative assessment data to assess and inform instructional practice.   Team members generally investigate student achievement to alter future instructional practice on the same unit(s). | * Team members often collect and use formative, summative, and high stakes assessment data to assess and inform instructional practice. * Team members, with increasing consistency, investigate student achievement in order to inform and impact current instructional practice. | * Team members routinely use a variety of methods to collect, carefully analyze, and use common formative, summative, and high stakes assessment data in order to assess and inform instructional practice. * Team members consistently explore for evidence of greater student achievement based on changed instructional practices and record those practices for future reference. |
| **Focus on Professional Growth**  Staff is committed to:  -Personal and professional growth in PLC knowledge and skills.  -Individual and team self-assessment. | * Team members seldom identify professional learning needs and seek professional growth opportunities. * Team members rarely show interest in individual and group opportunities to increase knowledge/skills (e.g., book studies, workshops, research). * Team members seldom engage in self-assessment for PLC efficacy. |  Team members sometimes identify professional learning needs and occasionally promote professional growth opportunities.   Team members sometimes show interest in individual and group opportunities to increase knowledge/skills (e.g., book studies, workshops, research).   Team members sometimes engage in self-assessment for PLC efficacy. |  Team members generally identify professional learning needs and sometimes promote professional growth opportunities.   Team members are often interested in a diverse range of individual and group opportunities to increase knowledge/skills (e.g., book studies, workshops, research).   Team members periodically engage in self-assessment for PLC efficacy. | * Team members automatically identify professional learning needs and promote professional growth opportunities. * Team members actively pursue a diverse range of individual and group opportunities to increase knowledge/skills (e.g., books studies, conferences, workshops, action research). * Team members periodically and regularly engage in reflection and self-assessment for PLC efficacy. |

Based on the work of DuFour, DuFour, Eaker and Many

\*\*Purple indicates where we believe we are. We plan to use these reflections to shape our team goals this year.