

Resources

"To monitor loose and tight leadership, leaders must put a process in place to monitor each team's work—the products of their work (the quality of what they produce), their processes (how they do their work), and most important, the results of their work (the effects of their work on student learning). Without a process for monitoring teams, the principal will not know when a team is struggling and will be unable to fulfill his or her responsibilities of helping each team succeed in what members are being called on to do," (DuFour et al., 2016, p. 68).

Professional Learning Communities are always under construction, just as DuFour referenced above. Use whatever metaphor one likes for clarity: a roadmap, a game board (just to name a few of our own), it is out of learning by doing that professional and student growth coincide. The PLC at Work process not only fosters commonalities among grade level teachers and supporting staff, but it also forces reflection; there is merit in troubleshooting out loud. The 6 resource documents included have been referenced throughout our PLC stories:

- **CTNA checklist**
- **PLC at Work form**
- **Unpacking the standards (district)**
- **PLC at Work Cycle expectations**
- **PLC at Work Professional Development "Refresher" and**
 - **Notice & Note accompanying activity**