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| **PLC PRIORITY: BUILDING A COLLABORATIVE, RESULTS-ORIENTED, AND HIGH PERFORMING CULTURE** | | | | | | |
| **Practice Description** | **No Evidence** | **Emerging**  *Discussing how to do this practice but not yet acting* | **Developing**  *Working on this practice at a beginning level and not yet institutionalized* | **Expanding**  *Implementing practice at proficient level with regular consistency.* | **Sustaining**  *Demonstrating capacity to do practice at a high level and it’s embedded in school culture.* | **Observation**  **Notes** |
| **1. Looking at Student and Teacher Work:** We look at student work in teams using defined protocols, and use these discussions to take steps to improve learning, teaching, and assessment? |  |  |  |  |  |  |
| **2. Text-based Discussions:** We use text-based discussion protocols to review professional literature and discuss implications to improve our teaching and assessment practices. |  |  |  |  |  |  |
| **3. Collaborate and Plan Effectively:** We have developed agendas, team norms, roles and responsibilities, and we regularly reflect on how well we’re doing. |  |  |  |  |  |  |
| **4. Using Data to Inform Our Inquiry:** We engage in analyzing student work and other student assessment data to identify patterns, strengths, and gaps in students learning. |  |  |  |  |  |  |
| **5. Peer Classroom Observations:** We observe each other’s teaching, share lessons and resources, and give and receive feedback to improve teacher practice. |  |  |  |  |  |  |
| **6. Turning Reflection into Action:** We bring instructional dilemmas and questions to the team and we use protocols to structure our conversations to improve teacher practice. |  |  |  |  |  |  |
| **7. Designing Lessons and Units:** We develop engaging lessons that are clearly linked to performance standards. |  |  |  |  |  |  |
| **8. Designing Assessments:** We design authentic performance assessment tasks for projects and units. |  |  |  |  |  |  |

**PLC Observation Report**

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| ***Practice 1: Looking at Student and Teacher Work.*** *We look at student work in teams using defined protocols, and use these discussions to take steps to improve learning, teaching, and assessment*? ***Developmental Level:*** | |
| **Strengths** | **Challenges** |

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| ***Practice 2: Text-based Discussions.*** *We use text-based discussion protocols to review professional literature and discuss implications to improve our teaching and assessment practices.* ***Developmental Level:*** | |
| **Strengths** | **Challenges** |

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| ***Practice 3: Collaborate and Plan Effectively.*** *We have developed agendas, team norms, roles and responsibilities, and we regularly reflect on how well we’re doing.* ***Developmental Level:*** | |
| **Strengths** | **Challenges** |

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| ***Practice 4: Using Data to Inform Our Inquiry.*** *We engage in analyzing student work and other student assessment data to identify patterns, strengths, and gaps in students learning.* ***Developmental Level:*** | |
| **Strengths** | **Challenges** |

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| ***Practice 5:*** *We observe each other’s teaching, share lessons and resources, and give and receive feedback to improve teacher practice.* ***Developmental Level:*** | |
| **Strengths** | **Challenges** |

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| ***Practice 6: Turning Reflection into Action.*** *We bring instructional dilemmas and questions to the team and we use protocols to structure our conversations to improve teacher practice.* ***Developmental Level:*** | |
| **Strengths** | **Challenges** |

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| ***Practice 7: Designing Lessons and Units.*** *We develop engaging lessons that are clearly linked to performance standards.* ***Developmental Level:*** | |
| **Strengths** | **Challenges** |

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| ***Practice 8: Designing Assessments:*** *We design authentic performance assessment tasks for projects and units.* ***Developmental Level:*** | |
| **Strengths** | **Challenges** |

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| ***Recommendations or Action Plan*** | | |
| **Actions** | **Person(s) responsible** | **Timeline** |