

Professional Learning Communities (PLC) Rubric

BASIC-Level	MID-Level	HIGH-Level
Collaborative Culture		
<p>Periodically scheduled time and place, part of existing meetings, or ad hoc. Common domain of practice or project, but collective work may not be well defined. Basic norms for discussion are established. Basic autonomy with limited reporting or accountability to peers or principal.</p>	<p>Regularly scheduled and committed time and place. Mostly concerned with collaborative planning with some sharing and feedback on curriculum, resources, and student work. Safe space to share ideas, address problems, and get constructive feedback. A coach may be used to build norms, routines, and inquiry habits. Limited reporting to principal about collaborative work, although principal may be invited to periodically participate.</p>	<p>PLC has regularly scheduled, committed time and place with full participation by most members. Clearly defined co-curricular design, instructional improvement work, or inquiry around specific problems of practice towards shared goals. PLC has shared values, agreements, and routines for longer term collective improvement work. Providing data-based feedback to each other is the norm. Leadership is distributed where participants take turns to share and facilitate work. A coach may be used more extensively for content expertise and feedback. PLC has a balance of autonomy and accountability. The improvement work leads to instructional innovations to be tested across contexts. Effort and results are shared professionally.</p>
Instructional Improvement Focus		
<p>PLC engages in collaborative planning, sharing of resources, and material development. Informal agendas are commonly used to guide meeting. Structured tasks or protocols may be used occasionally with or without the assistance of a coach or external PD provider.</p>	<p>PLC shares problems of practice. Planning is still the main focus, but student work and data may be periodically reviewed. Protocols may be used more regularly to structure and focus this work. Assistance of a coach may be used more extensively to build routines and facilitate protocols to foster meaningful feedback that informs subsequent iterations of the work.</p>	<p>Collaborative work is oriented towards action and continuous improvement. Protocols are systematically selected and used to focus and guide inquiry as well as provide opportunities for structured feedback. A range of student work and data is routinely examined and assessed. Data from multiple assessment sources and local performance measurements are dis-aggregated to systematically monitor student progress, respond to needs of struggling students, and guide instructional decision-making.</p>