

 PLC Milestones for School Leaders	
PLC Team: Admin/Supervisor:	Date:
Introduction and Focusing:	<input type="checkbox"/> Norms of collaboration <input type="checkbox"/> State the connection to the big strategic goals for the year <input type="checkbox"/> State the purpose of that PLC (Action Plan or Learn Together) <input type="checkbox"/> Make an explicit reference to one or more of the Dufour's four questions ¹ : <ul style="list-style-type: none"> ■ What do we want all students to know and be able to do? ■ How will we know if they learn it? ■ How will we respond when some students do not learn? ■ How will we extend the learning for students who are already proficient?
Analyze data and <u>Action/Impact Cycle</u> <div style="border: 1px solid black; background-color: #fff9c4; padding: 5px; margin-top: 10px;"> <p>ACTION or IMPACT CYCLE:</p> <ul style="list-style-type: none"> ● The team has established some type of learning intention, success criteria and common formative or summative. ● They agree to use a common instructional technique and all feel proficient in using this technique. </div>	<input type="checkbox"/> Each participant has a voice <input type="checkbox"/> Clear, common action plan for instruction <input type="checkbox"/> A method for supporting each other (observation, co-teaching, watching a video, etc.) <input type="checkbox"/> Student success criteria
Analyze data and <u>Learn Together Session</u> <div style="border: 1px solid black; background-color: #e2efda; padding: 5px; margin-top: 10px;"> <p>LEARNING SESSION:</p> <ul style="list-style-type: none"> ● The team would like to take time to establish some type of learning intention and/or success criteria, and, or common formative or summative assessment to measure student growth. ● The team would like to help each other learn a common instructional technique to align their practice. They might choose to coach each other, co-teach, observe, etc. </div>	<input type="checkbox"/> Each participant has a voice <input type="checkbox"/> A connection with a standard, learning progression, or success criteria <i>in some way</i> , and/or <input type="checkbox"/> A specific learning gap or need relative to an agreed-upon subject area, and/or <input type="checkbox"/> Agreements on specific formative data to share or collect for a future meeting
Celebrations for this team:	Follow up and support for this team:

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¹ Dufour, R. (2012). *The School Leader's Guide to Professional Learning Communities at work*. Solution Tree.