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*Figure 1.8:*

The Work of Collaborative Teams

| ***Collaborative Team Tasks and Products***  **Short-Term and Long-Term Goals** | | |
| --- | --- | --- |
| **Defined Tasks** | **Completion Date** | **Products and Artifacts** |
| Create and monitor team norms. |  | Norms |
| Establish protocols: roles, agenda building, record keeping, consensus, and so on. |  | Protocols |
| Establish team SMART goals. |  | SMART goals |
| Continually monitor progress on SMART goals using summa tive and common formative assessments. |  | SMART goal action plan |
| Celebrate success (frequent small wins along the way)! |  | Celebration sheet |
| ***PLC Critical Question One***  **What do we expect students to know and be able to do?** | | |
| **Defined Tasks** | **Completion Date** | **Products and Artifacts** |
| Review state standards and align curriculum. |  | Curriculum documents |
| Identify the essential standards for each grade level and sub ject area using endurance, leverage, and readiness criteria. |  | List of essential grade-level or content-specific standards |
| Vertically align essential standards, looking for gaps and redundancies. |  | Aligned curriculum guides |
| Pace the curriculum, emphasizing when to teach the learning targets. |  | Pacing guide or  course sequence |
| ***PLC Critical Question Two***  **How will we know if students have learned it?** | | |
| Unwrap each of the essential standards into learning targets (determine learning progression). |  | Unwrapped essential stan dards with learning targets |
| Map each standard, indicating the summative and formative assessments. |  | Assessment map for each essential standard |
| Develop common formative assessments for each learning target. |  | Common formative  assessments |
| Determine proficiency levels. |  | Rationale |
| Develop grading rubric or scoring guide. |  | Rubric or written criteria |
| Write learning targets in student-friendly language by engag ing students in the process. |  | Student-friendly targets |

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| Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work). |  | Anchor papers |
| --- | --- | --- |
| Analyze assessment results. |  | Item analysis with data team protocol |
| ***PLC Critical Question Three***  **How will we respond if students have not learned?** | | |
| Identify systematic responses for students who are failing. |  | Remediation strategies |
| Create interventions for students who fail to meet learning targets on common formative assessments. |  | Intervention strategies |
| Identify students in need of interventions by essential standard or learning target and specific need. |  | List of students with  specific data |
| Group students for instruction by specific essential standard or learning target. |  | Student groupings by  standard, learning target, or need |
| Evaluate the progress of students after interventions. |  | Monitoring tool |
| ***PLC Critical Question Four***  **How will we respond if students have already learned?** | | |
| **Defined Tasks** | **Completion Date** | **Products and Artifacts** |
| Identify systematic responses for students who have already mastered the essential standards. |  | Student groupings by  standard, learning target, or need |
| Identify students who demonstrate proficiency and above on common formative assessments. |  | List of students with  specific data |
| Create extension activities for students who demonstrate proficiency and above. |  | Extension activities |
| Evaluate student progress after the extension activity. |  | Monitoring tool |

*Sources: DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016).* Learning by doing: A handbook for Professional Learning Communities at Work (3rd ed.). *Bloomington, IN: Solution Tree Press; Kramer, S. V. (2015).* How to leverage PLCs for school improvement*. Bloomington, IN: Solution Tree Press.*

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