Professional Learning Communities Model
Guiding Principles

Professional Learning Communities (PLCs) foster mutual cooperation, common understanding, shared accountability, and embedded professional growth. When staff members work together to analyze data, adjust instruction, and assimilate group ideas for maximized learning, they build on each other's strengths and become more reflective about their practice. Professionals are then more apt to deprivatize what is too often practice in isolation. When the collective expertise is tapped, everyone becomes better at what they do. There are two successful collaboration models (DuFour and Russo) we use as our foundation, and each model has a personalized adaptation for grade level, subject area, school, district, network, or consortium meetings. This model was created from research and best practices for use as a tool to measure the level of effectiveness of the Professional Learning Community and ensuring all students receive the individual support they need to reach/exceed the common standards.

Transparent and Public Practice	Shared Beliefs/Norms and Core Values	Collaboration and Teamwork	Collective Focus on Student Learning	Reflective Dialogue and Feedback
▪ Professional development includes investigation of own and each other's practice. ▪ Professional development is based on **best practices** and has direct application to improving practice and increasing learning. ▪ Professional development is grounded in **accountability** and participant's questions about their work. ▪ The community shares clear learning targets, lesson planning, and goals with **predefined focused agendas.** ▪ The community openly shares about progress, findings, success and areas for growth. ▪ **Detailed and specific notes** are available for reference and future meetings.	▪ The community shares **pre-established group norms** to facilitate positive and effective interaction with all members. ▪ The community shares a structured collective responsibility for student learning. ▪ Instructional decisions about professional development are democratic, inclusive, and binding. ▪ Risk-taking and innovation are supported with opportunities and aligned resources. ▪ **Professional inquiry** is informed by what is currently known about teaching and learning. ▪ Practice, planning and resource allocation integrate professional development needs.	▪ A climate of relationships, trust, encouragement is the foundation for new learning. ▪ Peer coaching skills and practices develop safe environment for collegial conversations. ▪ Mentorship is used to support instructional growth. ▪ Peer observations are used to study and to develop exemplary and emerging practices. ▪ Collegial research (e.g. collaborative action research) is included in professional development. ▪ **Distributive leadership** is shared among staff to build capacity.	▪ The community focuses on their ability to accelerate student achievement. ▪ The community is valued as the fundamental unit of change, focusing on individual learning. ▪ Student work is a primary source for **adjusting instruction** and gauging progress in learning. ▪ The community adapts to and accommodates new ideas and practices validated by action research. ▪ **Interventions are timely and based on student work** and assessment to ensure all students are achieving at high levels.	▪ Meetings regularly include **data driven discussions** about teaching and learning. ▪ Professional discourse is based on **evidence of student learning** and professional research. ▪ Opportunities for professional discourse are frequent, structured, consistent, and sustained during meetings. ▪ Continuous improvement in teaching and learning is fostered through **reflection on practice, data and adjustments for learning**. ▪ Professional development is structured based on staff needs and is embedded by mentoring and practice.