

PLC IC Map – Implementing a PLC District Wide

The central office leadership provides the clear parameters and priorities, ongoing support, systems for monitoring progress, and sustained focus essential to implementing the professional learning community process in school throughout the district

5	4	3	2	1
Administrators at all levels function as coordinated, high-performing teams characterized by a deep understanding and commitment to the PLC process. They consider that process not as one of several improvement initiatives, but rather as the process by which they will continuously improve student and adult learning. They are intensely focused on student learning and make student achievement data transparent among all members. They work together collaboratively to resolve problems develop a deeper understanding of the PLC process and learn from one another. They are committed to the collective success of the team and individual success of each member.	Central office leaders have put processes in place to develop the capacity of principals to lead the PLC process in their schools, monitor implementation of the PLC process, and respond to schools that are experiencing difficulty. Building level and central office leaders have begun to function as their own collaborative team and work interdependently to achieve common goals and identify and resolve issues that are interfering with the PLC process. Individual schools are examining ways to become more effective in the PLC process.	Central office leaders made a concerted effort to build shared knowledge into establish a common language regarding the PLC process throughout the district. They have called for schools to operate as PLCs and clarified some of the specific structural changes to support teacher collaboration and systems of intervention that they expect to see any school. They monitor the implementation of the structural changes and offer assistance to schools that seek it. Some schools move forward with effective implementation while others merely treat their existing structures. Professional practice is impacted in some schools and not another's	The district just announced that school should operate his professional and communities and they have articulated a rationale in supportive of PLCs, but the concept remains ambiguous and educators at the school site view it as just one of many initiatives raining down upon them from the central office. Little is done to monitor implementation. Some central office leaders and principles demonstrate indifference to the initiative.	There is no focused and sustained districtwide process for improving schools. Improvement efforts tend to be disconnected, episodic, and piecemeal. Projects coming go but the cultures of schools remain largely unaffected.