

PLC IC Map – Effective Communication

We understand the purpose and priorities of our school because they have been communicated consistently and effectively

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<p>There is almost universal understanding of the purpose and priorities of the school. All policies, procedures, and structures have been purposefully aligned with the effort to fulfill the purpose and accomplish the priorities. Systems have been created to gauge progress. The systems are carefully monitored, and the resulting information is used to make adjustments designed to build collective capacity of the group to be successful.</p>	<p>Structures and processes have been altered to align with the purpose and priorities. Staff members are beginning to see benefits from the initiative and are seeking ways to become more effective in implementing it.</p>	<p>There is a general understanding of the purpose and priorities of the school, but many staff members have not embraced them. Specific steps are being taken to advance the priorities, but some staff members are participating only grudgingly. They view the initiative as interfering with their real work.</p>	<p>Key leaders may have reached agreement on general purpose and priorities but people throughout the organization remain unclear. Furthermore, if asked to explain the priorities of the school or the strategies to achieve those priorities, leaders would have difficulty articulating. Staff members would offer very different answers if pressed to explain the priorities of the school.</p>	<p>There is no sense of purpose or priorities. People throughout the school feel swamped by what they regarded as a never ending series of fragmented, disjointed, and short-lived improvement initiatives. Changes in leadership inevitably result in changes in direction.</p>
<p>The purpose and priorities of the school are evident by the everyday behavior of the people throughout the school. Time, money, materials, people, and resources have been strategically allocated to reflect priorities. Processes are in place to recognize and celebrate commitment to the priorities. People throughout the school will confront those who disregard the priorities.</p>	<p>People throughout the school are changing their behavior to align with the priorities. They're seeking new strategies for using resources more effectively to support the initiative and are willing to reallocate time, money, materials, and people in order to move forward. Small improvements are recognized and celebrated. Leaders confront incongruent behavior.</p>	<p>The school has begun to alter the structures, resources, and rewards to better align with the stated priorities. Staff members who openly oppose the initiative maybe confronted but those confronting them are likely to explain they are doing someone else's bidding. For example a principal may say the central office is concerned that you are overtly resisting the process we are attempting to implement.</p>	<p>Leaders can articulate the purpose and priorities of the school with a consistent voice, but their behavior is not congruent with their words. Structures, resources, and rewards of the school have not been altered to align with the professed priorities.</p>	<p>There is no sense of purpose and priorities. Different people in the school seem to have different pet projects and there is considerable in-fighting to acquire the resources to support those different projects.</p>