
PLC Handbook

Canutillo Independent School District

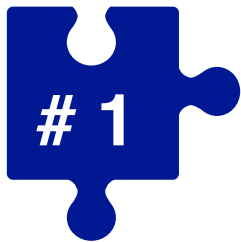


**“ The very essence of a learning community is a focus on
and a commitment to the learning of each student”
(DeFour and Eaker, 2016).**

What is a Professional Learning Community?

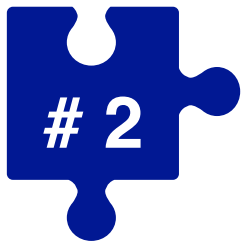
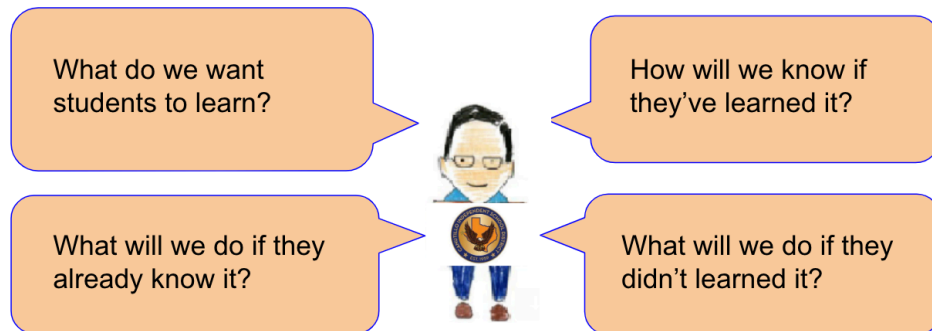
A Professional Learning Community (PLC) is “an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.”- Dufour et al (2010)

Three key ideas lay the foundation for this ongoing process:



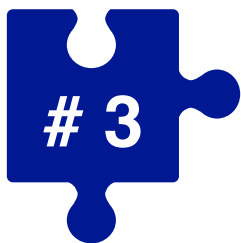
A Focus on Learning

The fundamental purpose of a school is to ensure high levels of learning for all students and therefore every decision is made based on how it will impact learning. To make a positive difference in the learning of each and every student, teachers focus on 4 critical questions during each PLC meeting.



A Collaborative Culture

PLC teams work collaboratively and take collective responsibility for high levels of learning for all students. Together, teachers clarify essential student learning, develop common assessments, analyze evidence of learning, and use that evidence for continuous improvement of their own craft and that of their peers.



Focus on Results

PLCs measure their effectiveness on the basis of results rather than intentions. PLC teams seek out and use data to continuously inform and improve their practice. Increased student achievement of all students is the indicator of a successful PLC.

Why collaborate with Professional Learning Communities?

“Alone we can do so little; together we can do so much.”- Hellen Keller

Because our kids deserve the very best, they are at forefront of every decision and course of action we take. When teachers continuously revisit instruction together and share ideas and strategies centered on improving teaching and learning, all students will grow to their full potential.

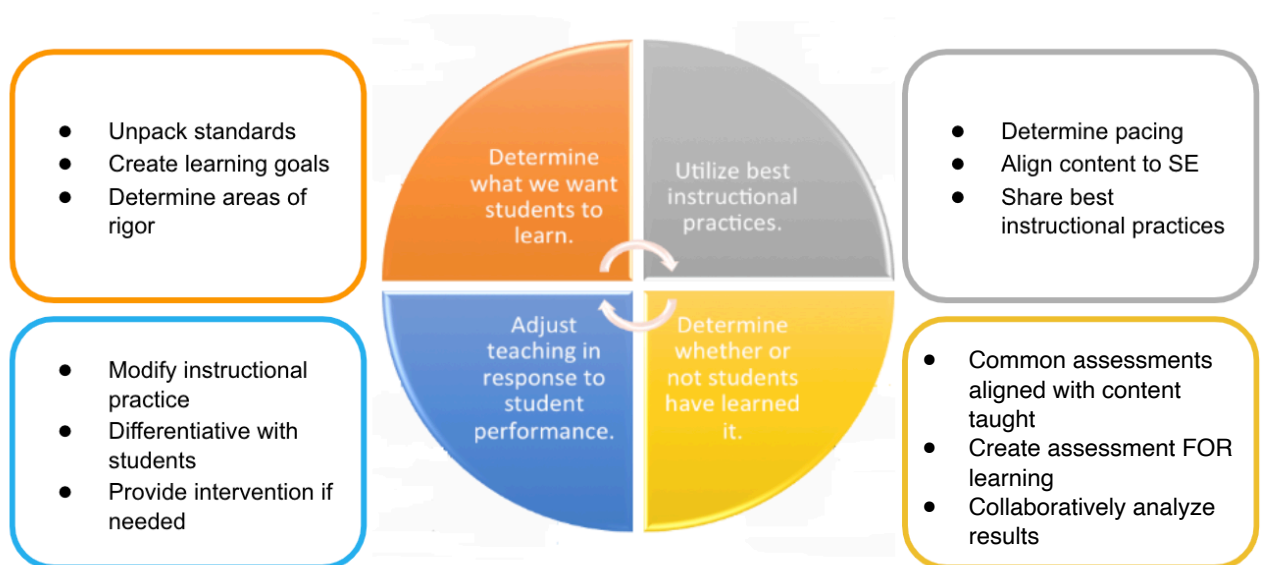
Teaching should not be a competition.

When teachers work together and support each other, kids win.



The Teaching and Learning Progression

The PLC process is a continuous cycle of inquiry-driven action to support student achievement. Each time a PLC meets, they will determine their focus based on where they are in the teaching and learning progression:



Question 1: What do we want all students to know and be able to do?

“One of the most significant factors that impacts student achievement is that teachers commit to implementing a guaranteed and viable curriculum to ensure no matter who teaches a given class, the curriculum will address certain essential content (Marzano, 2003).

During a focus on question one,(What do we want students to know), high functioning PLC teams:

Analyze Curriculum

- Teachers collaborate to review the TEKS for the current course as well as vertically articulated courses.
- Teams utilize the TEKS resource Instructional Focus Document (IFD) to identify key vocabulary and specificity of each student expectation.
- Teachers write and communicate learning goals to students.

Determine Pacing

- PLC teams use the YAG and district calendar to develop an appropriate pacing guide.
- For courses with end of year assessments such as STAAR and AP testing, teams work to ensure that all critical content is taught before the assessment date.
- Core content teachers may use Implementing TEKS resource (iTRS) to assist with pacing

Discuss and Share Instructional Strategies

- Teacher teams share evidence-based effective instructional strategies and utilize newly learned strategies in their own classrooms.

Critical Questions to Highlight while planning:

- ❖ What standard will we be discussing today? (ideally one!)
- ❖ What are the important (knowledge / skills / mindsets / verbs) contained within that standard?
- ❖ What, within the standard, are students focusing learning on?
- ❖ What prerequisite knowledge/skills do students need to have to go into this topic? What prior knowledge could I tap into?
- ❖ What misconceptions have I seen in the past?
- ❖ What important vocabulary needs to be taught with this standard?
- ❖ What does success with this standard look like - (This should be a teacher produced exemplar). In general? In this specific lesson? On the STAAR?
- ❖ How do I teach _____ effectively?

Question 2: How will we know if each student has learned it?

Both formative and summative assessments should be used to measure student progress toward the team's goal. PLC created formative assessments inform the teacher of student progress as the learning is happening and also provides students with feedback about their progress toward that goal. District created summative assessments give the teacher and students a summary of the student learning.

During a focus on question 2, high functioning PLC teams:

- ▶ Each teacher regularly uses formative and common assessments to guide real-time instruction.
- ▶ Teachers use assessment results to make decisions for future changes in content, instruction, and assessment.

Critical Questions to Highlight while planning:

A) Use the time to examine artifacts of student work

- ❖ What are the strongest performers doing/ demonstrating?
- ❖ What knowledge or skills are understood by a majority of students?
- ❖ What trends manifest in misconception?
- ❖ What is the most significant misconception that we could address in the immediate future?

B) Use the time to unpack the unit or common assessment. (Prior to this PLC, you took your unit assessment / common assessment / other).

- ❖ What skills and knowledge are important in this unit?
- ❖ How does this knowledge / skills build off of previous understandings?
- ❖ What does authentic student understanding look like?
- ❖ What are multiple ways students can show success on this assessment?

C) Use the time to create an assessment.

- ❖ What does quality assessment of these standards look like?
- ❖ How have we tested this knowledge / skill in the past – and was it helpful data?
- ❖ Given a range of possibilities, how will we assess this skill / these skills? (Product? Test? Exit Ticket? Performance Task?)

Question 3: How will we respond when some students do not learn it?

The PLC collects data based on the results of the common assessments, as well as other summative and formative assessments, to determine which students need additional time and support in learning the essential skills. Collectively, the team develops a plan to support those students who are not making progress toward the goal.

During a focus on question 3, high functioning PLCs will:

Determine Appropriate Intervention and Differentiation

- The PLC has a highly coordinated system of interventions in place.
- The PLC identifies and makes plans for students to receive extra support *even before* they fail.
- Student achievement is monitored on a daily basis.
- Students who experience difficulty are required, rather than invited, to put in extra time and utilize extra support.
- If the current level of support is not sufficient, there is an increased amount of time and support provided
- All students are guaranteed access to this systematic intervention regardless of the teacher to whom they are assigned.
- Teachers consistently differentiate curriculum components within each unit of study.

Critical Questions to Highlight while planning:

- ❖ Analyze your current data.
- ❖ What standards showcase strong(est) performance?
- ❖ What did you do to help students see success in these areas? How did you teach these standards?
- ❖ On which standards did students struggle?
- ❖ Has anyone done better that we can learn from?
- ❖ What happened in teaching that inhibited student learning?
- ❖ What specific reteaching or recycling of standards happens in tier 1?
- ❖ What tier 2 or 3 resources should we utilize?
- ❖ What supports do student subpops need?

Question 4: How will we extend learning for students who have demonstrated proficiency?

Just as important as providing additional time and support for those not learning the material, the PLC needs to engage the top students as well.

During a focus on question 4, high functioning PLCs will:

Determine appropriate enrichment and differentiation

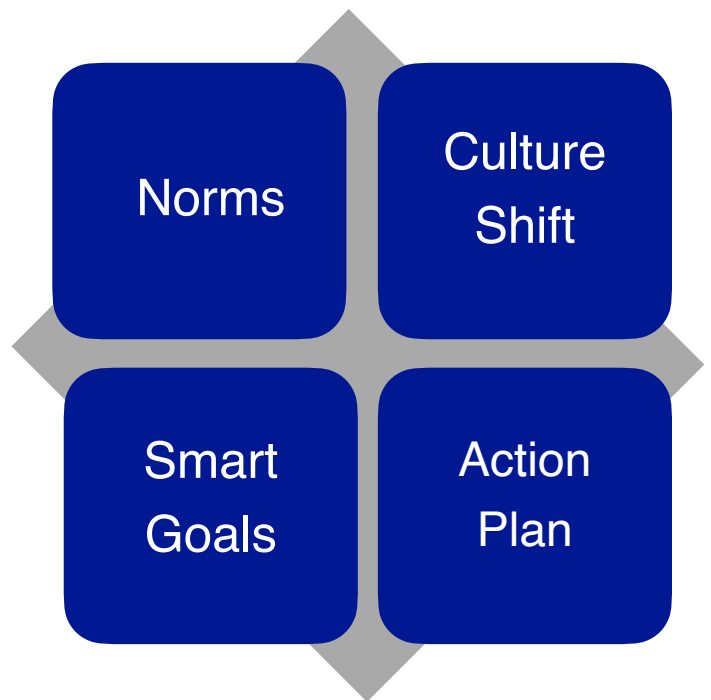
- ▶ The PLC has developed rigorous enrichment activities in their lesson planning using appropriate High Quality Instructional Material (HQIM) and supplementary material I.e., College Board, SpringBoard, etc.
- ▶ The PLC discusses activities that support depth and complex thinking by students.
- ▶ All students are guaranteed access to this enrichment regardless of the teacher to whom they are assigned.
- ▶ Teachers consistently differentiate curriculum components within each unit of study.

The Planning Process

This next section of the PLC handbook has a variety of resources to help guide the ongoing PLC process. These reproducibles are indicated in blue bold. Get off to a great start with **PLC Products, Tasks, and Timelines (pg 10)**.

Expectations

- ☐ PLC teams meet at least once a week for a minimum of 45 minutes
- ☐ All core content teachers will participate in weekly PLCs
- ☐ At the High School level, DAEP will join the campus PLC. The campus instructional coach will help coordinate this.
- ☐ Create 3 SMART goals and action plans based on student work, formative assessments, summative assessments and standardized achievement data as evidence of student learning
- ☐ Report progress by sharing meeting agendas and minutes with campus administrator(s)
- ☐ Periodically report progress made towards SMART goals with campus administrator(s)



A District PLC Minutes form can be found [here](#).

Cultural Shift

When teachers work together, students win. A cultural shift in our PLC must take place to create the optimal learning experiences that our students deserve. From a focus on teaching to a focus on learning. Canutillo staff embrace a cultural of collaboration and are dedicated toward making the **Cultural Shifts (pg 12)** that ensure learning for all students.

Establishing Norms

Effective groups generally have a set of norms that govern individual behavior, facilitate the work of the group and help the group accomplish its task. Teams should create norms that ensure that all individuals have the opportunity to contribute during PLC meetings. Teams can use **Developing Norms Worksheet (pg 15)** to assist in creating norms.

Establish PLC Team Roles

All team members are responsible for the success of the PLC team and mutually accountable for the achievement of the students they serve. Team members work collaboratively to achieve common goals, but individuals may serve in different roles that help guide the team more efficiently. Roles may be assigned and rotated to allow for fair and equitable responsibility. As a team, determine who will be assigned each of the roles in the [Establishing PLC Team Roles Worksheet \(pg 17\)](#). Also take a look at [Team Roles to Consider \(pg 18\)](#) for examples of important ways that individuals contribute to a team.

Establish team SMART goals

SMART goals set the direction for educators to improve student achievement in a targeted area. A SMART goal clarifies exactly what students should learn, the standard of learning expected and the measure used to determine if students have achieved the standard. Goals should focus on the results rather than the process or task.

A SMART goal is:

- ☐ **Strategic and Specific-** Focuses on specific student learning. It answers the questions- *Who will learn? What will they improve on?*
- ☐ **Measurable-** The success toward meeting the goal can be measured in student achievement. It answers the question- *How will you know you have achieved the goal?*
- ☐ **Attainable-** The goal is set to be achieved a specific amount of time, with increased teacher effectiveness. It should be a stretch from current achievement data. It answers the question- *Is this realistic, yet a stretch?*
- ☐ **Results Oriented-** The goal is measured on the basis of specific evidence.
- ☐ **Time-bound-** The goal has a clearly defined time frame including a target date. It answers the question- *When will the final assessment of the goal occur?*

Use the [SMART goal template \(pg 20\)](#) to create 3 SMART goals for your team.

PLC Products, Tasks, and Time Lines

Defined Tasks for Collaborative Teams	Completion Date	Products or 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
Continuously monitor progress on SMART goals using summative and common formative assessments.		SMART goal action plan
Celebrate success, including small wins along the way!		Description of celebrations (include recipients, dates, and times)
PLC Question 1: What do we expect our students to know and be able to do?		
Review state standards and align curriculum.		Curriculum documents
Identify the essential standards for each grade level or subject 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 with emphasis on when the learning targets will be taught.		Pacing guide or course sequence
PLC Question 2: How will we know when they have learned?		
Unwrap each of the essential standards into learning targets. (Determine learning progression.)		Unwrapped essential standards 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 engaging students in the process.		Student-friendly targets
Create and share anchor papers with students demonstrating strong and weak work. (Collaboratively score student work.)		Anchor papers
Analyze assessment results.		Item analysis, data-team protocol, or both
PLC Question 3: How will we respond when they do not learn?		
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 for interventions by essential standard or learning target and specific need.		List of students with specific data
Group students for instruction by specific essential standard, learning target, or need.		Student groupings by essential standard, learning target, or need
Evaluate the progress of students after interventions.		Monitoring tool
PLC Question 4: How will we respond when they already know it?		
Identify systematic responses for students who have already mastered the essential standards.		Student groupings by standard, learning target, or need
Create extension activities for students who demonstrate proficiency and better.		Extension activities
Identify students who demonstrate proficiency and better on common formative assessments.		List of students with specific data
Evaluate the progress of students after the extension activity.		Monitoring tool

Cultural Shifts in a Professional Learning Community

A Shift in Fundamental Purpose

From a focus on teaching . . .	to a focus on learning
From emphasis on what was taught . . .	to a fixation on what students learned
From coverage of content . . .	to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides . . .	to engaging collaborative teams in building shared knowledge regarding essential curriculum

A Shift in Use of Assessments

From infrequent summative assessments . . .	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline . . .	to assessments to identify students who need additional time and support
From assessments used to reward and punish students . . .	to assessments used to inform and motivate students
From assessing many things infrequently . . .	to assessing a few things frequently
From individual teacher assessments . . .	to assessments developed jointly by collaborative teams
From each teacher determining the criteria to be used in assessing student work . . .	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment . . .	to balanced assessments
From focusing on average scores . . .	to monitoring each student's proficiency in every essential skill

A Shift in the Response When Students Don't Learn

From individual teachers determining the appropriate response . . .	to a systematic response that ensures support for every student
From fixed time and support for learning . . .	to time and support for learning as variables
From remediation . . .	to intervention
From invitational support outside of the school day . . .	to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning . . .	to multiple opportunities to demonstrate learning

A Shift in the Work of Teachers

From isolation . . .	to collaboration
From each teacher clarifying what students must learn . . .	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards . . .	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum . . .	to collaborative teams of teachers agreeing on common pacing
From individual teachers attempting to discover ways to improve results . . .	to collaborative teams of teachers helping each other improve
From privatization of practice . . .	to open sharing of practice
From decisions made on the basis of individual preferences . . .	to decisions made collectively by building shared knowledge of best practice
From “collaboration lite” on matters unrelated to student achievement . . .	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are “my kids, those are your kids”. . .	to an assumption that these are “our kids”

A Shift in Focus

From an external focus on issues outside of the school . . .	to an internal focus on steps the staff can take to improve the school
From a focus on inputs . . .	to a focus on results
From goals related to completion of project and activities . . .	to SMART goals demanding evidence of student learning
From teachers gathering data from their individually constructed tests in order to assign grades . . .	to collaborative teams acquiring information from common assessments in order to (1) inform their individual and collective practice and (2) respond to students who need additional time and support

A Shift in School Culture

From independence . . .	to interdependence
From a language of complaint . . .	to a language of commitment
From long-term strategic planning . . .	to planning for short-term wins
From infrequent generic recognition . . .	to frequent specific recognition and a culture of celebration that creates many winners

A Shift in Professional Development

From external training (workshops and courses) . . .	to job-embedded learning
From the expectation that learning occurs infrequently (on the few days devoted to professional development) . . .	to an expectation that learning is ongoing and occurs as part of routine work practice
From presentations to entire faculties . . .	to team-based action research
From learning by listening . . .	to learning by doing
From learning individually through courses and workshops . . .	to learning collectively by working together
From assessing impact on the basis of teacher satisfaction (“did you like it?”) . . .	to assessing impact on the basis of evidence of improved student learning
From short-term exposure to multiple concepts and practices . . .	to sustained commitment to limited focused initiatives

Developing Norms

Comments to the Facilitator: This activity will enable a group to develop a set of operating norms or ground rules. In existing groups, anonymity will help ensure that everyone is able to express their ideas freely. For this reason, it is essential to provide pens or pencils or to ask that everyone use the same type of writing implement.

Supplies: Index cards, pens or pencils, poster paper, display board, tape, tacks

Time: Two hours

Directions

1. Explain to the group that effective groups generally have a set of norms that govern individual behavior, facilitate the work of the group, and enable the group to accomplish its task.
2. Provide examples of norms.
3. Recommend to the group that it establish a set of norms:
 - To ensure that all individuals have the opportunity to contribute in the meeting;
 - To increase productivity and effectiveness; and
 - To facilitate the achievement of its goals.
4. Give five index cards and the same kind of writing tool to each person in the group.
5. Ask each person to reflect on and record behaviors they consider ideal behaviors for a group. Ask them to write one idea on each of their cards. Time: 10 minutes.
6. Shuffle all the cards together. Every effort should be made to provide anonymity for individuals, especially if the group has worked together before.
7. Turn cards face up and read each card aloud. Allow time for the group members to discuss each idea. Tape or tack each card to a display board so that all group members can see it. As each card is read aloud, ask the group to determine if it is similar to another idea that already has been expressed. Cards with similar ideas should be grouped together.
8. When all of the cards have been sorted, ask the group to write the norm suggested by each group of cards. Have one group member record these new norms on a large sheet of paper.
9. Review the proposed norms with the group. Determine whether the group can support the norms before the group adopts them.

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When Establishing Norms, Consider:	Proposed Norm
Time <ul style="list-style-type: none"> ■ When do we meet? ■ Will we set a beginning and ending time? ■ Will we start and end on time? 	
Listening <ul style="list-style-type: none"> ■ How will we encourage listening? ■ How will we discourage interrupting? 	
Confidentiality <ul style="list-style-type: none"> ■ Will the meetings be open? ■ Will what we say in the meeting be held in confidence? ■ What can be said after the meeting? 	
Decision Making <ul style="list-style-type: none"> ■ How will we make decisions? ■ Are we an advisory or a decision-making body? ■ Will we reach decisions by consensus? ■ How will we deal with conflicts? 	
Participation <ul style="list-style-type: none"> ■ How will we encourage everyone's participation? ■ Will we have an attendance policy? 	
Expectations <ul style="list-style-type: none"> ■ What do we expect from members? ■ Are there requirements for participation? 	

Used with permission of the National Staff Development Council, www.nsd.c.org, 2006. All rights reserved. From *Keys to Successful Meetings* by Stephanie Hirsh, Ann Delehant, and Sherry Sparks. Oxford, OH: National Staff Development Council, 1994.

Establishing PLC Team Roles

All team members are responsible for the success of the PLC team. Team members must work collaboratively to achieve their goals, but each individual's official role describes ways in which he/she will contribute and relate to the the overall team. Roles may be assigned and rotated to allow for fair and equitable responsibility. As a team, determine who will be assigned each of the roles listed below.

Team Role	Responsibilities	Person Assigned	Length of Service
Facilitator	<ul style="list-style-type: none"> Develop the agenda and distribute it to all team members Facilitate the meeting Keep team focused on the SMART goal Make sure all voices are heard 		<input type="checkbox"/> Month <input type="checkbox"/> Quarter <input type="checkbox"/> Other:
Recorder	<ul style="list-style-type: none"> Record minutes Post minutes in PLC Shared Folder (i.e. One Drive) Maintain PLC team Shared Data folder that contains team information and resources 		<input type="checkbox"/> Month <input type="checkbox"/> Quarter <input type="checkbox"/> Other:
Timekeeper	<ul style="list-style-type: none"> Monitor agenda times and topics Keep the group focused and moving Monitor start and end times Call for tabling the subject or making a decision 		<input type="checkbox"/> Month <input type="checkbox"/> Quarter <input type="checkbox"/> Other:
Reporter	<ul style="list-style-type: none"> Review norms at the start of the meeting Assess the team's use of norms at the end of the meeting Review minutes from previous meeting Act as a liaison to school personnel outside of the team 		<input type="checkbox"/> Month <input type="checkbox"/> Quarter <input type="checkbox"/> Other:
			<input type="checkbox"/> Month <input type="checkbox"/> Quarter <input type="checkbox"/> Other:

Team Roles to Consider

Effective learning teams conduct efficient meetings—and efficient meetings sometimes depend on each member filling an assigned role. Things just run smoother when everyone is clear about what his or her contributions to meetings should look like. The following list of roles might be worth considering when structuring team participation.

El Capitán
<p><i>El Capitán</i> is our team's official leader—the “Big Cheese,” or “Senorita Importante.” <i>El Capitán</i> will design our meeting agenda—organizing the information that we need to consider—and then share the agenda with the rest of us at least two days before we gather. <i>El Capitán</i> will also guide us through our agenda, starting conversations and moving us to new bullet points.</p> <p>Because <i>El Capitán</i>'s role depends on communicating with others beyond our team, this is a role that depends on consistency. Therefore, <i>El Capitán</i> will remain our fearless leader for at least a quarter at a time.</p>
The Rounder
<p>What do you hate the most about meetings in schools? It's the wandering off topic that drives most teachers crazy! Teams that start by talking about grading sometimes end up talking about complete goofiness—and who has time for goofiness when there are papers to grade?</p> <p>That's where <i>The Rounder</i> comes in. The Rounder is responsible for keeping us on time and on task. When our conversations become something other than productive—drifting from the agenda or focusing on something that we just can't change, The Rounder is going to <i>politely</i> redirect the work of our group. The Rounder is also going to make sure that our meetings start on time and end on time. For that, we should all be thankful!</p>
The Voice of Reason
<p>Another mistake that ambitious learning teams tend to make is designing projects that are just plain impossible to pull off. They start talking about something simple, but somehow end up adding two thousand twists to make it “bigger and better than ever.” By the time they come up for air, they've got a project that is way too complicated to tackle. As a result, they end up equal parts frustrated and defeated.</p> <p>Avoiding this professional frenzy requires someone to step in and be our <i>Voice of Reason</i>. The Voice of Reason's job is to shout, “Stop!” every time we start designing something that stretches the boundaries of our ability. However you have to do it, get our attention—and get our attention quick!</p> <p>Ask a few pointed questions. Remind us of the seventeen other projects that we're already involved in. Think about what's possible, what's probable, and what just isn't going to happen, and then make us think about it, too.</p> <p>I promise we'll thank you for this later.</p>
Johnny Notes
<p>Did you ever think about how many decisions a professional learning team makes in a year? Between designing lessons, creating common assessments, answering questions asked by administrators or department chairs, reflecting on student learning results, deciding on materials to purchase, and rearranging class schedules to accommodate random assemblies, professional learning teams are decision-making machines!</p>

As a result, we need someone to be our team's *Johnny Notes*. Johnny Notes is the meticulous sort who is good at keeping track of everything we decide. He (or she, as the case may be) needs to design a system for recording our decisions and then needs to be able to track down our results whenever we can't find them!

Johnny Notes is easily one of the most important roles in our group because not everyone is capable of staying organized—or of keeping the rest of us organized! As a result, Johnny Notes should probably be a permanent position.

Sister Sunshine

Have you figured out exactly how grueling being a part of a professional learning team really is yet? After all, professional learning teams work in new and interesting ways that most teachers just haven't mastered. Professional learning teams need to learn how to collaborate and to make collective decisions. They need to learn to collect and analyze data. They are determined to ensure that every child is successful—and that's a level of pressure that can be hard to support over long periods of time.

This is where *Sister Sunshine* comes in! Sister Sunshine's job is an easy one: Remind us—early and often—that we're good teachers who are working hard and doing the right thing. Smile at us once in awhile. If it looks like we're discouraged or frustrated, slip us a bit of unexpected cheer.

Staying positive is what Sister Sunshine is all about, and sometimes staying positive is hard for professional learning teams.

The Skeptic

Believe it or not, the strongest professional learning teams are *not* the ones in which everyone agrees with every decision all the time! While complete harmony feels really good, it can also mean that teams aren't considering the full range of viewpoints on any given issue. Overlooking viewpoints is a recipe for weak decisions and complete disaster.

This is why our team needs an official *Skeptic* willing to throw some disruptions on the table every now and then!

Now, being The Skeptic doesn't mean being a complete curmudgeon who criticizes with impunity! Instead, being The Skeptic means forcing our team to consider things that we haven't thought of yet. Being The Skeptic means slowing our team down when we're moving too fast. Being The Skeptic means asking the questions that no one seems willing to ask—and looking at things through something other than rose-colored glasses.

Skeptics can force us to think differently, and thinking differently will make our decisions stronger.

Clarified Butter

The cooks in any group know that clarified butter is simply the best. It's made by heating and then removing the sediment from good old fashioned cow-given goodness. The resulting product is literally pure and clear.

In a lot of ways, professional learning teams need a bit of *Clarified Butter*—someone willing to listen to complex conversations carefully, put a bit of heat to them, and remove any waste. Adding Clarified Butter to a professional learning team can ensure that team decisions are pure and clear, too.

Our team's Clarified Butter will concentrate—and help to summarize—our work whenever needed. They'll consider both points of view, identify stumbling blocks that can be easily removed, and bring closure to our decisions. No meeting will begin without hearing Clarified Butter's summary of where we've been; and no meeting will end without hearing Clarified Butter's summary of where we're going.

SMART Goal Template

School: _____ Team Name: _____ Team Leader: _____

Team Members: _____

District Goals: _____

School Goals: _____

Identify a student achievement SMART goal (strategic and specific, measurable, attainable, results oriented, and time bound):

Action Steps and Products What steps or activities will you initiate to achieve your goals? What products will you create?	Team Members Who is responsible for initiating or sustaining the action step or product?	Time Frame What is a realistic time frame for each step or product?	Results and Evaluation How will you assess your progress? What evidence will you use to show you are making progress?

Sources: Adapted from DuFour, R., DuFour, R., & Eaker, R. (2006). Professional Learning Communities at Work plan book. Bloomington, IN: Solution Tree Press; Kanold, T. D., & Schuhl, S. (2020). Mathematics at Work™ plan book. Bloomington, IN: Solution Tree Press.