



Department of Teaching and Learning



PLC Toolkit

Professional Learning Communities

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Background Information



Definition

A Professional Learning Community (PLC) is where teachers improve their pedagogical knowledge (how to teach) and their content knowledge (what to teach) through collaboration with colleagues to improve the learning outcomes of students (Fisher, Frey, Almarode, Flories, & Nagel, 2020).

Purpose

In a PLC, educators strive to improve their craft by:

- reviewing/analyzing student work
- strengthening collective efficacy
- focusing on specific goals based on a variety of current data sources
- making meaning and taking action with data
- giving and receiving specific feedback
- using structured dialogue to inquire about practice

Overview

“...A Professional Learning Community is a collaboration of teachers, administrators, parents and students who work together to seek best practices, test them in the classroom, continuously improve processes, and focus on results.”

Rick DuFour, 2002

Rationale

PLCs challenge the practice of teacher isolation, and foster collaboration and the sharing of best practices. By joining together, teachers have the potential to affect great changes in their students and the school. High-performing schools embrace collaboration and make it part of their culture. It is essential that this professional practice become part of the way we do business.

PLC Process

01 Collect and Chart Data

02 Analyze and Prioritize Needs

03 Set Learning Goals

04 Select Instructional Strategies

05 Reflect and Analyze

PLCs are foremost about improving instruction. Administrative, grade level, department, or content teams share a common learning goal for student growth and use common priority standards, common formative assessments (CFAs) and common success criteria to personalize and differentiate instruction so all students achieve their fullest learning potential. The PLC process must be embedded in the school culture in order to be effective.



Before the PLC

Before the work of PLCs can begin, learning communities must agree on norms, establish roles and responsibilities, and commit to the process that will guide the work accomplished during a PLC.

Establish Norms

Norms are the framework from which team members commit to collaborate. Attention to their development and adherence to them ensure the success of the group and facilitate the members' ability to deal with critical issues. Norms are comprised of several components that clarify team dynamics. When developing PLC norms, teams may want to consider:

- **Time:** When and where will the meeting take place?
- **Listening:** How will participants listen to peers? How will the team discourage verbal interruptions when others are speaking?
- **Confidentiality:** What content is to be held in confidence? What can be shared after the meeting?
- **Decision Making:** How will the team arrive at a decision? What will the team do if everyone doesn't agree with the group decision?
- **Participation:** Will the team have an attendance policy? What will the team do if a member consistently refuses to engage in the work of the PLC?
- **Expectations:** What will be expected from team members? Will there be a method for ensuring each member comes to the meeting prepared with appropriate data or other items?

Roles and Responsibilities

Facilitator: Reviews norms/agreements and assesses the team's practice for every meeting.

Recorder and Summarizer: Takes and shares notes; creates shared PLC folder to store information, and helps team transition from one topic to the next.

Timekeeper: Ensures that the team adheres to the start/stop time, calls for tabling a conversation, monitors agenda times and topics.

Resource Manager: Ensures that the group has required supplies which may include markers, chart paper, copies (agendas/handouts/data), and other items necessary for each meeting.

School Leadership Team: Empower teachers to fill the established roles. Engage in all PLC meetings as an active participant and encourage teacher facilitation of PLC meetings.

Process Observer: Shares feedback with the PLC team at the end of the meeting on how the team is functioning. Provides feedback on communication, adherence to norms, roles and overall effectiveness.

During the PLC

Guiding Questions

The following four guiding questions will serve as the foundation for the PLC process:

1. **What do we want each student to learn?**
 - learning intentions, curriculum, concepts, standards, knowledge, skills
2. **How will we know when each student has learned?**
 - success criteria, assessments, evidence, rubrics, grading practices
3. **How will we respond when a student experiences difficulty in learning?**
 - interventions, re-teaching, grouping, engagement, progress monitoring plan
4. **How will we respond when a student meets or exceeds learning expectations?**
 - extension, individualization, leadership opportunities, project-based learning

During each PLC meeting, learning community members will seek to answer one or more of the guiding questions through collaborative conversation, analysis of student work, analysis of performance data and reflection on instructional practice. As these questions are answered, the team will be engaged in a continuous model for improving learning outcomes with a laser-like focus on teaching for impact on student learning.

After the PLC

Reflection

The facilitator will lead and with fidelity implement regularly scheduled debrief sessions about the PLC work. The team will utilize evaluative thinking to reflect on and improve the overall process, practices and outcomes of the PLC. The underpinning values that drive this reflection include curiosity, courage, humility and honesty. The team will practice suspending judgement, asking important questions, utilizing existing evidence and improving evidence collection. The process of reflection through evaluative thinking will ensure teams are focused on continually improving the PLC process.

About the

Sample R1 PLC Data Cycle Template



Template Purpose

The purpose of the Sample R1 PLC Data Cycle Template is to provide an example of consistent structure across the district for examining common formative assessment data. Teams in each school will work collaboratively to complete the template, or similar process, weekly during PLC meetings.

Template Design

The sample template provides suggested time allowance for each component and ideas for what to bring/when to complete each part. The template may guide teams to collect data, group students, analyze and prioritize needs, set learning growth goals and select differentiated strategies and to improve instructional effectiveness. The team may plan to visit small pieces of the template during each meeting and should not feel pressured to work on the entire document in one sitting or at every meeting.



Template Rationale

The Sample R1 PLC Data Cycle Template may be implemented to guide the work around student data driven instruction during the PLC. Teams will establish norms, assign roles and commit to the PLC process for improving instruction and learning outcomes for all learners.

Sample R1 PLC Data Cycle Template

Date:	Grade/Content:	Unit:
Teams Members Present:		
Facilitator:	Recorder:	Timekeeper:
Resource Manager:	Summarizer:	School Leadership Team:

Step 1: Collect and Chart Data

*Enter data prior to meeting when possible

Pre and Post CFA Data				
Teachers' Names	# Students who took CFA	# and initials of students at goal or higher (score range)	# and initials of students close to goal (score range)	# and initials of students requiring intensive intervention (score range)
Teacher Name				
Pre-assessment				
Post-assessment				
Teacher Name				
Pre-assessment				
Post-assessment				
Teacher Name				
Pre-assessment				
Post-assessment				
Teacher Name				
Pre-assessment				
Post-assessment				

Total team Data in Percentages

	Percentage of whole team at goal or higher	Percentage of whole team close to goal	Percentage of whole team requiring intensive intervention	Team Subgroup Information			
				Identified Subgroup	Identified Subgroup	Identified Subgroup	Identified Subgroup
Pre CFA							
Post CFA							

Step 2: Analyze and Prioritize Needs

10-15 minutes

*Bring student work samples to every meeting.

Guiding Questions for Discussion:

- What are students already able to do? What are their strengths?
- Where were their errors? Is there a trend? Are there common errors? What is preventing students from reaching the goal? Are there misconceptions about concepts or skills?

Instructional Focus for Each Group of Students

After analyzing the strengths and weaknesses of the student work, what is the focus for instruction? (See standards/learning progression.)

Instructional Focus for Students at Goal or Higher	Instructional Focus for Students Close to Goal	Instructional Focus for Students Requiring Intensive Intervention

Step 3: Set Learning Goals

5 minutes

Team Goal
<p>The percentage of _____ (grade level or course) students scoring at goal or higher in _____ (unit/standard) will increase from _____% to _____% as measured by the post CFA administered by _____ (date).</p> <ul style="list-style-type: none"> Example: The percentage of 5th grade students scoring at goal or higher in number and operations will increase from 26% to 80% as measured by the post CFA administered by 11/5/23.
Subgroup Goal(s)
<p>The percentage of _____ (subgroup) students scoring at goal or higher in _____ (unit/standard) will increase from _____% to _____% as measured by the post CFA administered by _____ (date).</p> <ul style="list-style-type: none"> Example: The percentage of students in the intensive intervention category in the _____ subgroup will decrease from _____ to _____ as measured by the post CFA administered by _____ (date).

Step 4: Select Differentiated Instructional Services

25-30 minutes

Choose no more than two effective teaching strategies per target group. (See Appendix B for strategy suggestions).

Instructional Strategies for Students at Goal or Higher	Instructional Strategies for Students Close to Goal	Instructional Strategies for Students Requiring Intensive Intervention
<i>Specific and focused description of research-based instructional strategies:</i>	<i>Specific and focused description of research-based instructional strategies:</i>	<i>Specific and focused description of research-based instructional strategies:</i>
<i>Resources needed: (i.e. materials, time, other support)</i>	<i>Resources needed: (i.e. materials, time, other support)</i>	<i>Resources needed: (i.e. materials, time, other support)</i>

Step 5: Reflection and Analysis

10-15 minutes

<i>What was effective about the selected strategies? What adjustments would you make to your instruction next time?</i>
<i>What will be done <u>differently</u> for students who are still not meeting their goal? When will this be done?</i>

Frequency

It is the district expectation that PLCs meet weekly for the purpose of data driven instructional conversations, utilizing the Sample RI Data Cycle template, or similar documentation tool. During the remaining weeks, teams may focus on some of the following options for PLC meetings:



Data Review

Teams may spend time reviewing other instructional data such as benchmark, or formative assessment data.



Instructional Strategy Development

Deep inquiry into instructional strategies will assist teachers in effectively responding to a variety of student needs. District instructional coaches and consultants are available to provide support and may be consulted for guidance.



Analyzing CFAs

Teams may choose to spend time collaboratively working to analyze district provided Common Formative Assessments, related scoring guidelines, to look for trends and to share practices with proven effectiveness.



Peer Observations

Time spent observing other team PLCs, and teacher peers during classroom instruction offer an opportunity for growth and reflection.

Video Resources

The following videos may be useful for teams to view and reflect on together as they grow in their capacity to run effective PLCs. .

Video Title	Link
PLCs at Work: Analyzing and Using Formative Assessment Data	https://www.youtube.com/watch?v=buUaPW1uhSE
PLC Meeting Model	https://www.youtube.com/watch?v=8JAUxv3cnJc
Math PLC	https://www.youtube.com/watch?v=8YYHzgyNj6Q
Collaborating for Kids: Professional Learning Communities	https://www.youtube.com/watch?v=053ayc0QaeI
A Team Using TIPS: Tier II-III Coordination Meeting	https://www.youtube.com/watch?v=ABGBn87HCe4
Unpacking Standards in the Elementary School PLC	https://www.youtube.com/watch?v=AqQBQtIGCM4

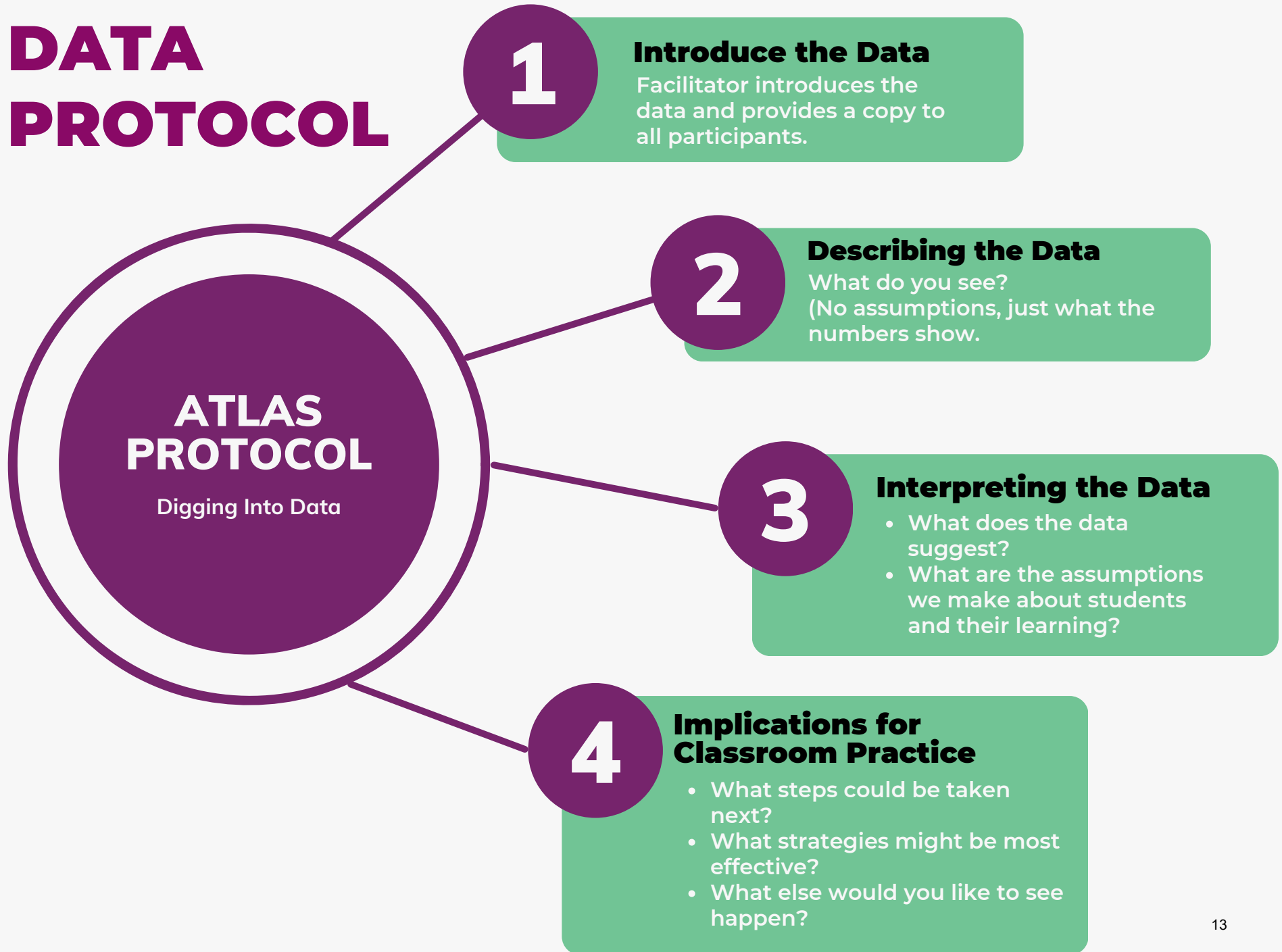


Optional Resources

The following forms may be used during weeks of the PLC process not focused on the R1 PLC Data Cycle Template. These forms have been provided as examples of how additional time may be focused to help promote the work of the data cycle.

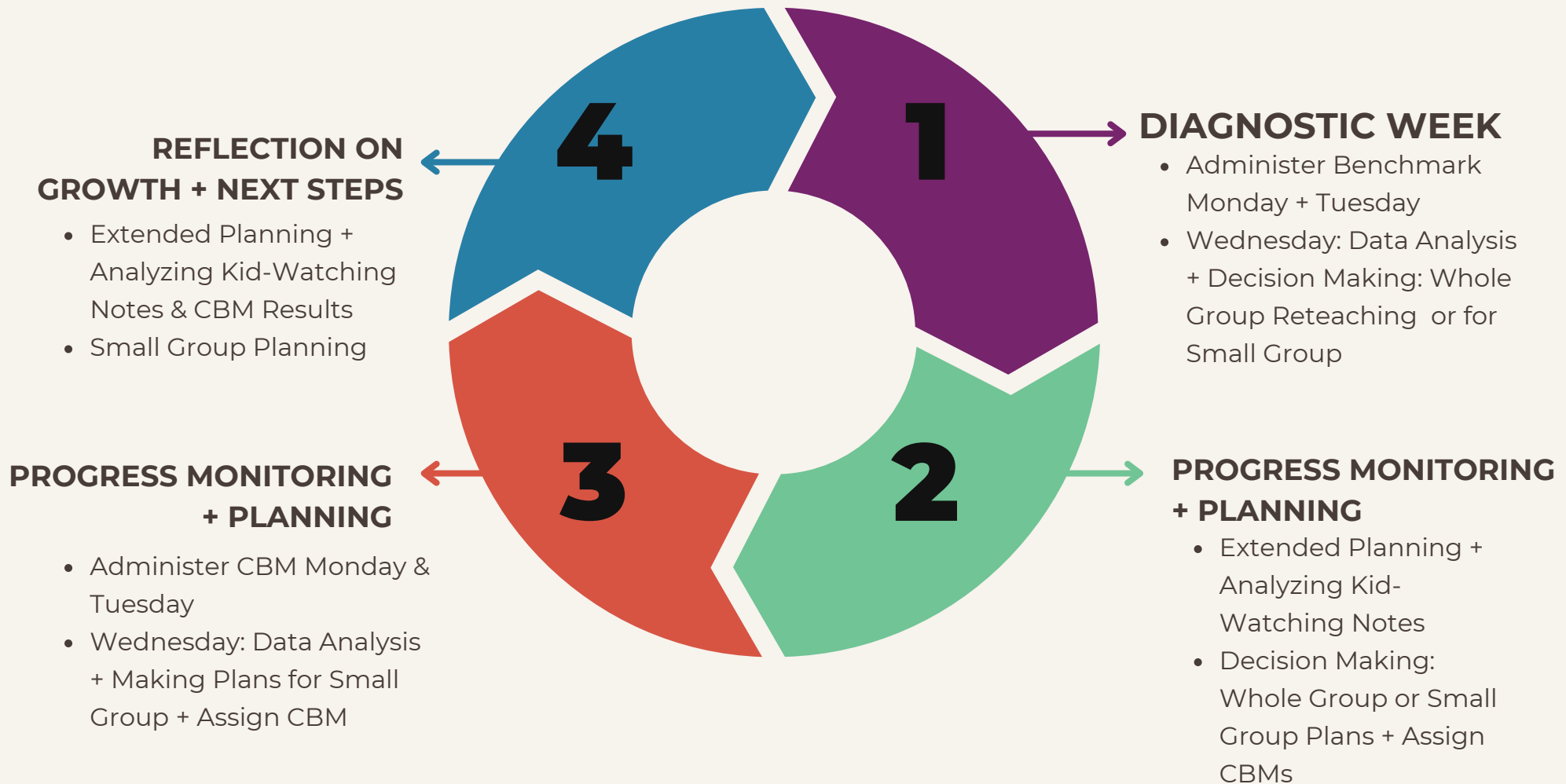


DATA PROTOCOL



The Data Cycle

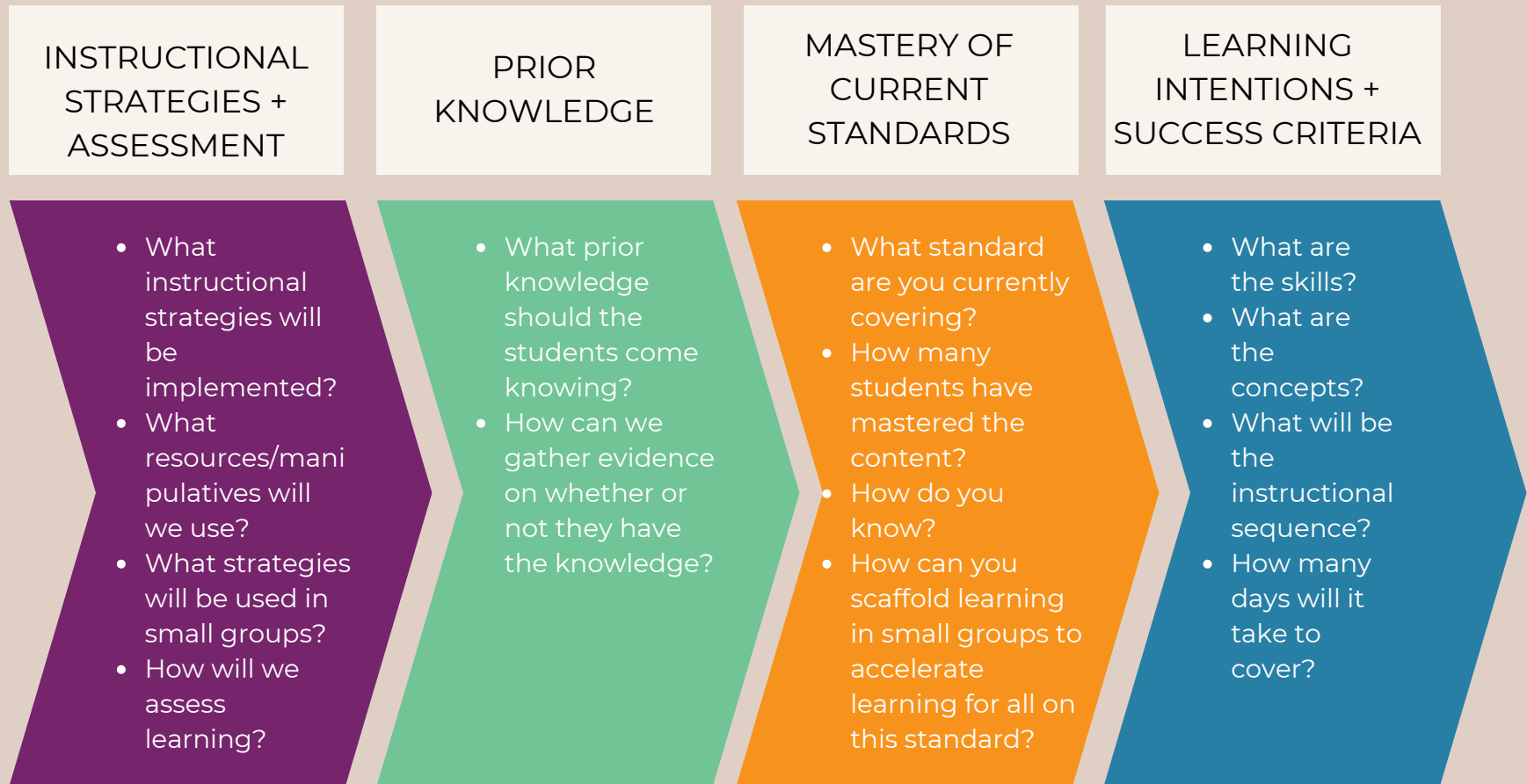
Suggested Timing for Data Cycle*



*Please note timelines outlined in this document are meant to be a guide and may not fit the needs of every school. This process may be modified as necessary to best meet individual school/team needs.

Guided Planning Protocol

This tool may be used to suggest topics for guided planning sessions.



I am learning to use knowledge of standards and students to create differentiated instructional plans.

I will know I've learned it when I can...

- deconstruct standards
- use prior knowledge of students to create progressions
- create a timeline for instruction using year at a glance and curriculum documents
- choose research-based strategies to implement create assessments aligned to success criteria
- create small group plans

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- **Group norms are placed at the top of every agenda.**
- **PLC Team members receive prior notice of what materials are needed for the PLC meeting.**
- **The focus is determined by the team at the previous PLC meeting.**

PLC

Agenda/Meeting Planning Template

1. Opening Activity

5-15 minutes

Activity ideas include:

- Introductions/Ice Breaker
- Team Building
- Protocol Introduction
- Group Norms Activity
- Goals/Outcomes/Expectations

2. Focus

What is the focus?

Who is responsible?

20-60 minutes

Activity ideas include:

- | | |
|--|----------------------------------|
| • Defining learning intentions and/or success criteria | • Instructional strategies |
| • Data analysis | • Analysis of student work |
| • Goal setting | • Professional development needs |
| • Pacing | • Differentiation |
| • Strategic alignment | • Book study |
| • Reflection | |

3. Tasks/Next Steps

5-20 minutes

Activity ideas include:

- Consensus/summarize
- Allotted time for task(s)
- Chosen strategies
- Person(s) responsible for task(s)
- Evidence of effectiveness

4. Agenda Creation

5-10 minutes

- Spend time creating the agenda for the next PLC meeting with input from team.

5. Reflection

5-10 minutes

- Engaging in evaluative thinking to reflect on and continually improve the PLC process.

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PLC

Group Norms Planning Template

Team Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

Tips

- Teams develop their own norms
- Review the norms at the start of each meeting
- Less is more
- Norm violations should be addressed

Elements to Consider	Group Proposed Norm
Time When and where will we meet? Will we set a beginning and ending time? Will we start and end on time?	
Listening How will we encourage listening? How will we discourage interruptions?	
Confidentiality What content is to be held in confidence? What can be shared after the meeting?	
Decision Making How will we arrive at a decision? Will we reach decisions by consensus? How will we deal with conflicts?	
Participation How will we encourage everyone's participation? Will we have an attendance policy? Are there requirements for participation?	
Expectations What do we expect from members? Do we expect members to arrive prepared?	

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PLC

Principal/Designee Planning Template

Professional Learning Communities Purpose

In a PLC, educators strive to improve their craft by: reviewing/analyzing student work strengthening collective efficacy focusing on specific goals based on a variety of current data sources making meaning and taking action with data giving and receiving specific feedback using structured dialogue to inquire about practice.

Which learning team option(s) will your school use to meet the district's PLC purpose?	Which PLC time format will your school use to meet the district's PLC purpose?
Learning Team Options <ul style="list-style-type: none"> • Grade level teams • Vertical teams • Content area teams • Interdisciplinary teams • Whole faculty • Interest teams • Leadership teams • Between school teams (itinerant staff) • Between programs teams 	Time Format Options <ul style="list-style-type: none"> • Common Time <ul style="list-style-type: none"> ◦ Use common planning time for teachers who share the same students or who teach the same grade level subject matter. ◦ Organize related arts into larger blocks of time to create a common planning time for teachers. • Early Release (Unencumbered days already on the district calendar). • Use Existing Time More Efficiently <ul style="list-style-type: none"> ◦ Use existing staff meetings for professional learning ◦ Spread time from district planning days across the calendar to create more time for school-based PD • Before and/or After School

Name of PLC Facilitators

Glossary

Alignment: Ensuring that educational strategies, instructional resources and assessments support students meeting the intended skill, content and rigor of state standards.

Attainable Goals: Goals perceived as achievable by those who set them. Attainable goals are intended to document incremental progress and build momentum and self-efficacy through short-term wins.

Collaboration: A systematic process in which people work together, interdependently, to analyze and impact professional practice in order to improve individual and collective results. In a PLC, collaboration focuses on the critical questions of learning: What is it we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? How will we enrich and extend the learning for students who are proficient?

Collaborative Scoring of Student Work: Regular collaborative meetings to analyze student work. These meetings identify student challenges and successes. Furthermore, they provide teachers with an opportunity to monitor and adjust instruction based upon student needs.

Common Formative Assessment: An assessment of student learning that uses the same instrument or a common process utilizing the same criteria for determining the quality of student work. State and provincial assessments and district benchmark assessments are “common” assessments. However, in a PLC, common assessments are also created by a team of teachers with collective responsibility for the learning of a group of students who are expected to acquire the same knowledge and skills. Team-developed, or district-created common assessments provide members with the basis of comparison that turns data into information and helps individuals identify strengths and weaknesses in their instructional strategies. They also help identify problem areas in the curriculum that require attention.

Community: A group linked by common interests. Whereas the term organization tends to emphasize structure and efficiency, community suggests shared purpose, mutual cooperation, and supportive relationships.

Confidentiality: Protecting the privacy, rights and integrity of all members of a PLC group and the students that they teach.

Glossary

Consensus: Consensus is achieved when (1) all points of view have not only been heard but also solicited, and (2) the will of the group is evident even to those who most oppose it.

Data-Driven Instruction: Using formative assessment data to drive instruction. Teachers identify student performance levels and analyze the supporting data. Next, they set achievement goals and select research-based strategies to meet those goals. Lastly, teachers monitor and adjust their instruction based on student needs and the effectiveness of their strategies.

Essential Learning: The critical skills, knowledge, and dispositions each student must acquire as a result of each course, grade level, and unit of instruction. Essential learning may also be referred to as essential outcomes, power standards (Reeves, 2002), guaranteed and viable curriculum (Marzano, 2003), essential academic goals (Lezotte, 1991), learning intentions and success criteria (Hattie, 2009), or learning expectations and tangible exemplars of student proficiency (Saphier, 2005).

Formative Assessment: An assessment for learning used to advance and not merely monitor each student's learning; the assessment informs the teacher regarding the effectiveness of instruction and the individual student regarding progress toward becoming proficient. The checks for understanding that individual teachers use in the classroom on a daily basis are examples of formative assessments. In a PLC, collaborative teams also use common formative assessments to (1) identify students who are experiencing difficulty in their learning, (2) provide those student with additional time and support in a way that does not remove them from new direct instruction, and (3) give them additional opportunities to demonstrate their learning.

Goals: Measurable milestones that can be used to assess progress in advancing toward a vision. Goals establish targets and timelines to answer the question, what results do we seek, and how will we know we are making progress?

High Expectations: Positive inferences teachers make about the future academic achievement of their students based on what they know about their students.

Glossary

Interventions: A focused set of procedures aimed at addressing student needs and eliminating educational barriers.

Participation: Active engagement by all members of a PLC.

Protocol: Guidelines that structure professional conversations or learning experiences to ensure that meeting, planning, or group-collaboration time is used efficiently, purposefully, and productively.

Professional Learning Community (PLC): 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. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Shifts: A change in the attitude, thinking, procedures, function or organizational norms of a group.

SMART Goals: Goals that are Strategic & Specific, Measurable, Attainable, Results-oriented, and Timebound (O'Neill & Conzemius, 2005).

Summative Assessment: An assessment of learning (Stiggins, 2002) designed to provide a final measure to determine if learning goals have been met (Ainsworth & Viegut, 2006). Summative assessments yield a dichotomy: pass or fail, proficient or not proficient. Additional timely support is typically not forthcoming.

Team: A group of people working interdependently to achieve a common goal for which members are held mutually accountable. Collaborative teams are the fundamental building blocks of PLC.

Team Norms (Agreements): In PLCs, norms represent collective commitments and agreements developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

Deconstruct Standards: To ensure that all members understand the intent of the standards, in order to focus on desired learner outcomes.

Appendix A:

Progress Monitoring Templates

The following documents may be useful throughout the PLC process in order to monitor progress of the team's overall growth and performance.

- The ***PLC Implementation Goals*** worksheet may be useful at the beginning of a new PLC cycle. This worksheet will help teams set realistic, incremental goals for their process as a team. This worksheet should be revisited throughout the cycle to determine progress toward goals.
- The ***PLC Self Assessment*** may be completed by each team member at any point during the PLC cycle. The team should share and reflect on the data collected to identify areas of improvement and areas where refinement may be needed. This worksheet may be repeated multiple times throughout the PLC cycle in order to monitor growth.
- The ***Richland County School District One PLC Monitoring Tool*** and the ***Collaborative Team Rubric*** are both options for conducting formal observations of the PLC process. Either of these tools may be used by school or district level leaders for the purpose of providing feedback and support to the PLC team and process.



PLC

Team:

Date :

Implementation Goals

- Each PLC team should complete this activity together.
- Consider goals for the team and how the team will operate.
- Strengths and areas for growth should be considered.
- Newer teams may have goals unique to the new dynamic.

1 month goals

3 month goals

6 month goals

1 year goals

“look fors”

What will it look, sound and feel like when your goals have been met?

PLC

Self Assessment

 MONTH

JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

 TEAM MEMBERS

 SELF/TEAM RATING

DESCRIPTION	RATING (1-5, 5 BEING THE HIGHEST)	EVIDENCE FOR RATING
How well does your team adhere to the established norms?		
How well does your team fulfill roles and responsibilities?		
How well does your team collect and chart the CFA data?		
How well does your team group students for differentiated learning opportunities?		
How effectively does your team identify and implement a variety of instructional strategies?		
How would you rate the overall effectiveness of your team's PLC process in improving learning outcomes for students?		

PLC Meeting Minutes

DATE

PLACE

TOPIC

-
-
-

ATTENDEES

DISCUSSION

ACTION ITEMS

NOTES

-
-
-
-
-
-
-
-
-
-
-
-
-
-

CONCERNS FOR ADMINISTRATOR

Collaborative Team Rubric

4—Adaptive: Highly Effective Practice, 3—Deliberate: Mostly Effective Practice, 2—Progressing: On the Road to Effective Practice, 1—Emerging: Beginning to Show Signs of Effective Practice

1. PLC Impact—Norms

4	Each team member has a role (facilitator, recorder, reporter, timekeeper, and so on). Team leaders reference norms at the beginning of each meeting, and the team lives by these norms in every meeting, so much so that the team minimizes time spent on norms.
3	Team members may have roles, but they do not explicitly use them or function within the role descriptions. Team leaders reference norms at the beginning of each meeting, and the team does its best to use these norms in each meeting.
2	Team leaders reference norms at the beginning of each team meeting. Team members may or may not use roles to affect the team's efficiency.
1	The team has some evidence of roles, but it has not yet established norms (agreements on how to resolve conflicts and work as a team) to guide the team. Team members may have serendipitous roles, but the team does not explicitly state or use them for team efficiency.

1. PLC Impact—Data Use

4	The team uses quantitative and qualitative data based on teachers' and students' most current needs, not adult convenience or administrative directive. Evidence of learning is valid and reliable, and the team has evaluated it for the appropriate level of rigor. Team members perceive data as evidence of learning, rather than mere numbers. The team seamlessly uses relevant data that it can act on in the next few days. The team brings in student work samples that support formative, summative, or performance assessment data. The team prepared data in advance of the meeting to allow more time to discuss instruction. The team splits meeting time between two days. The team disaggregates data by groups for differentiation or response to intervention, which includes relevant student data for targeted instruction.
3	The team uses relevant data that it can act on in the next week. Evidence of learning is valid and reliable, and the team may have evaluated it for the appropriate level of rigor. The team may or may not bring in student work samples that support formative, summative, or performance assessment data. The team may or may not have prepared data in advance of the meeting to allow more time to discuss instruction. The team may split meeting time between two days. The team disaggregates data in some way.
2	The team uses data that it can act on in the next few weeks. The team may be missing student work samples that support inferences made on formative, summative, or performance assessment data. The team may or may not have prepared data in advance of the meeting to allow more time to discuss instruction. The team may split meeting time between two days to allow for data analysis that reveals the strengths and opportunities for growth that inform instruction. The team might disaggregate data, but not in a meaningful or helpful way that supports instruction.

1	The team uses data that it can act on, but it does not make the time frame for action clear. The team may be missing student work samples that support inferences made on formative, summative, or performance assessment data. The team may not have prepared data in advance of the meeting to allow more time to discuss instruction. The team does its best in its insufficient time to support data for instruction. The team does not disaggregate data.
1. PLC Impact—SMART Goals	
4	The team consistently sets focused goals that are strategic, measurable, attainable, results oriented, and time bound. All team members understand how to implement and adjust the goals.
3	The team consistently sets focused goals that match at least four of these elements: strategic, measurable, attainable, results oriented, and time bound. All team members understand how to implement the goals.
2	The team consistently sets focused goals that match two of these elements: strategic, measurable, attainable, results oriented, and time bound. At least three-quarters of team members understand how to implement the goals.
1	The team sets goals that match at least one of these elements: strategic, measurable, attainable, results oriented, and time bound.
1. PLC Impact—Instructional Strategies	
4	The team spends more time (a minimum of two-thirds of team time) focused on instruction—or curriculum standards and resources or assessments that support the instructional process—than on any other part of the PLC process. Any team member who discusses a strategy or intervention clearly conveys the steps necessary to best implement that strategy so that team members can implement it and an observer can potentially observe it as successful. The strategy directly connects to the standards' target level of content and rigor. Strategies are targeted to at least three distinct, differentiated student group needs.
3	The team spends time (a minimum of one-half of team time) focused on instruction, or curriculum standards and resources or assessments that support the instructional process. Any team member who discusses a strategy or intervention conveys most of the steps necessary to best implement that strategy. The strategy connects to the standards' target level of content and rigor. Strategies are targeted to at least two distinct, differentiated student group needs.
2	The team spends time (a minimum of one-third of team time) focused on instruction, or curriculum standards and resources or assessments that support the instructional process. Team members who discuss a strategy or intervention convey some of the steps necessary to best implement that strategy. The strategy may or may not connect to the standards' target level of content and rigor. The strategies may not be targeted to differentiated student group needs.
1	The team sees the need to spend more time focused on instruction, or curriculum standards and resources or assessments that support the instructional process. Team members who discuss a strategy or intervention may or may not convey some of the steps necessary to best implement that strategy. The strategy may or may not connect to the standards' target level of content and rigor. The team only addresses whole-group instruction.

1. PLC Impact—Success Criteria	
4	The team clearly conceived and communicated the vision for successful use of the strategy so that outside observers would clearly know what to expect (what they'd see and hear from the students and the teacher) and look-fors are easily observed. The success criteria successfully and clearly combine the language of the standards, rigor, and implementation, as well as linear steps for using the strategy.
3	The team clearly conceived and communicated the vision for successful use of the strategy so that outside observers would mostly know what to expect (what they'd likely see and hear from the students and the teacher) and look-fors are tied to the process in some way. The success criteria combine the language of the standards, rigor, and implementation.
2	The team may or may not have clearly conceived and communicated the vision for successful use of the strategy so that outside observers might know what to expect (what they'd likely see and hear from the students and the teacher) and look-fors are tied to the process in some way. The success criteria combine at least two of the following indicators: the language of the standards, rigor, and implementation.
1	Some evidence shows that the team has conceived and communicated a vision for successful use of the strategy so that outside observers might know what to expect (what they'd likely see and hear from the students and the teacher) and look-fors are tied to the process in some way. Emerging evidence shows that the success criteria cite at least one of the following indicators: the language of the standards, rigor, and implementation.
1. PLC Impact—Next Steps	
4	At the end of its meeting, the team crafts an achievable agenda for the next meeting, indicating actionable future steps for each team member. All members discuss the implementation of agreed-on next strategies or planned practices, and each member discusses the appropriate evidence of student learning he or she intends to bring to the next meeting.
3	As a result of its meeting, the team crafts an agenda for the next meeting, indicating actionable future steps for most team members. Most members discuss the implementation of agreed-on next strategies or planned practices, and most members discuss possible evidence of student learning they intend to bring to the next meeting.
2	The team crafts a possible agenda for the next meeting, which may or may not be an extension of the current meeting, indicating possible next steps for some team members. Some members discuss the implementation of agreed-on next strategies or planned practices, and some members discuss possible evidence of student learning they intend to bring to the next meeting.
1	The team may or may not craft a possible agenda for the next meeting, which may or may not be an extension of the current meeting, indicating next steps for team members. There is some evidence that members have discussed part of the implementation of agreed-on next strategies or planned practices, and perhaps some members discuss possible evidence of student learning they intend to bring to the next meeting.

1. PLC Impact—Leadership Monitoring	
4	A representative team member or team leader meets with the building principal to successfully and articulately convey strategies and success criteria. The meeting is timely, focused, and effective. The principal or administrators follow up with formative walkthroughs to confirm that teachers have implemented the strategy and to observe most of the success criteria (at least three-quarters). The building principal regularly shares the most successful strategies with other faculty in some medium to build capacity, maximizing successful instruction.
3	A representative team member or team leader meets with the building principal to convey strategies and success criteria. The meeting is timely, focused, and effective. The principal or administrators follow up with formative walkthroughs to confirm that teachers have implemented the strategy and to observe most of the success criteria (at least one-half).
2	A representative team member or team leader meets with the building principal to convey strategies and success criteria. The meeting may or may not be timely, focused, and effective. The principal or administrators may follow up with formative walkthroughs to confirm that teachers have implemented the strategy and to observe some of the success criteria (at least one-third).
1	A representative team member or team leader may meet with the building principal at some point after teachers' collaboration time. The meeting may or may not be timely, focused, and effective. The principal or administrators may need to follow up with formative walkthroughs to confirm whether teachers have implemented the strategy and to observe the success criteria.

Appendix B:

Visible Learning Ranking Document

The Visible Learning Ranking Document provides a summary of the Visible Learning research around the effect size for over two hundred fifty factors influencing student achievement. This document may be helpful as PLC teams strive to incorporate a variety of high yield instructional strategies into daily instruction. Information contained in this document will also assist teams with identifying and replacing low yield instructional practices with those determined to be more effective.

More information about the individual instructional practices may be found in the *Visible Learning* text by John Hattie. Professional development and further learning is available to all schools through the Office of Instructional Services.

Visible Learning Database

The Visible Learning data base linked here provides an efficient way to access information from the Visible Learning research.

[Visible Learning MetaX](#)



Visible Learning^{plus} 250+ Influences on Student Achievement

STUDENT	ES
Prior knowledge and background	
Field independence	0.68
Non-standard dialect use	-0.29
Piagetian programs	1.28
Prior ability	0.94
Prior achievement	0.55
Relating creativity to achievement	0.40
Relations of high school to university achievement	0.60
Relations of high school achievement to career performance	0.38
Self-reported grades	1.33
Working memory strength	0.57
Beliefs, attitudes and dispositions	
Attitude to content domains	0.35
Concentration/persistence/ engagement	0.56
Grit/incremental vs. entity thinking	0.25
Mindfulness	0.29
Morning vs. evening	0.12
Perceived task value	0.46
Positive ethnic self-identity	0.12
Positive self-concept	0.41
Self-efficacy	0.92
Stereotype threat	0.33
Student personality attributes	0.26
Motivational approach, orientation	
Achieving motivation and approach	0.44
Boredom	-0.49
Deep motivation and approach	0.69
Depression	-0.36
Lack of stress	0.17
Mastery goals	0.06
Motivation	0.42
Performance goals	-0.01
Reducing anxiety	0.42
Surface motivation and approach	-0.11
Physical influences	
ADHD	-0.90
ADHD – treatment with drugs	0.32
Breastfeeding	0.04
Deafness	-0.61
Exercise/relaxation	0.26
Gender on achievement	0.08
Lack of illness	0.26
Lack of sleep	-0.05
Full compared to pre-term/low birth weight	0.57
Relative age within a class	0.45

CURRICULA	ES
Reading, writing and the arts	
Comprehensive instructional programs for teachers	0.72
Comprehension programs	0.47
Drama/arts programs	0.38
Exposure to reading	0.43
Music programs	0.37
Phonics instruction	0.70
Repeated reading programs	0.75
Second/third chance programs	0.53
Sentence combining programs	0.15
Spelling programs	0.58
Visual-perception programs	0.55
Vocabulary programs	0.62
Whole language approach	0.06
Writing programs	0.45
Math and sciences	
Manipulative materials on math	0.30
Mathematics programs	0.59
Science programs	0.48
Use of calculators	0.27
Other curricula programs	
Bilingual programs	0.36
Career interventions	0.38
Chess instruction	0.34
Conceptual change programs	0.99
Creativity programs	0.62
Diversity courses	0.09
Extra-curricula programs	0.20
Integrated curricula programs	0.47
Juvenile delinquent programs	0.12
Motivation/character programs	0.34
Outdoor/adventure programs	0.43
Perceptual-motor programs	0.08
Play programs	0.50
Social skills programs	0.39
Tactile stimulation programs	0.58

HOME	ES
Family structure	
Adopted vs non-adopted care	0.25
Engaged vs disengaged fathers	0.20
Intact (two-parent) families	0.23
Other family structure	0.16
Home environment	
Corporal punishment in the home	-0.33
Early years' interventions	0.44
Home visiting	0.29
Moving between schools	-0.34
Parental autonomy support	0.15
Parental involvement	0.50
Parental military deployment	-0.16
Positive family/home dynamics	0.52
Television	-0.18
Family resources	
Family on welfare/state aid	-0.12
Non-immigrant background	0.01
Parental employment	0.03
Socio-economic status	0.52

SCHOOL	ES
Leadership	
Collective teacher efficacy	1.57
Principals/school leaders	0.32
School climate	0.32
School resourcing	
External accountability systems	0.31
Finances	0.21
Types of school	
Charter schools	0.09
Religious schools	0.24
Single-sex schools	0.08
Summer school	0.23
Summer vacation effect	-0.02
School compositional effects	
College halls of residence	0.05
Desegregation	0.28
Diverse student body	0.10
Middle schools' interventions	0.08
Out-of-school curricula experiences	0.26
School choice programs	0.12
School size (600-900 students at secondary)	0.43
Other school factors	
Counseling effects	0.35
Generalized school effects	0.48
Modifying school calendars/ timetables	0.09
Pre-school programs	0.28
Suspension/expelling students	-0.20

The Visible Learning research synthesises findings from 1,400 meta-analyses of 80,000 studies involving 300 million students, into what works best in education.

Key for rating

Potential to considerably accelerate student achievement

Potential to accelerate student achievement

Likely to have positive impact on student achievement

Likely to have small positive impact on student achievement

Likely to have a negative impact on student achievement

ES Effect size calculated using Cohen's *d*



Visible Learning^{plus} 250+ Influences on Student Achievement

CLASSROOM	ES
Classroom composition effects	
Detracking	0.09
Mainstreaming/inclusion	0.27
Multi-grade/age classes	0.04
Open vs. traditional classrooms	0.01
Reducing class size	0.21
Retention (holding students back)	-0.32
Small group learning	0.47
Tracking/streaming	0.12
Within class grouping	0.18
School curricula for gifted students	
Ability grouping for gifted students	0.30
Acceleration programs	0.68
Enrichment programs	0.53
Classroom influences	
Background music	0.10
Behavioral intervention programs	0.62
Classroom management	0.35
Cognitive behavioral programs	0.29
Decreasing disruptive behavior	0.34
Mentoring	0.12
Positive peer influences	0.53
Strong classroom cohesion	0.44
Students feeling disliked	-0.19

TEACHER	ES
Teacher attributes	
Average teacher effects	0.32
Teacher clarity	0.75
Teacher credibility	0.90
Teacher estimates of achievement	1.29
Teacher expectations	0.43
Teacher personality attributes	0.23
Teacher performance pay	0.05
Teacher verbal ability	0.22
Teacher-student interactions	
Student rating of quality of teaching	0.50
Teachers not labeling students	0.61
Teacher-student relationships	0.52
Teacher education	
Initial teacher training programs	0.12
Micro-teaching/video review of lessons	0.88
Professional development programs	0.41
Teacher subject matter knowledge	0.11

TEACHING: Focus on student learning strategies	ES
Strategies emphasizing student meta-cognitive/self-regulated learning	
Elaboration and organization	0.75
Elaborative interrogation	0.42
Evaluation and reflection	0.75
Meta-cognitive strategies	0.60
Help seeking	0.72
Self-regulation strategies	0.52
Self-verbalization and self-questioning	0.55
Strategy monitoring	0.58
Transfer strategies	0.86
Student-focused interventions	
Aptitude/treatment interactions	0.19
Individualized instruction	0.23
Matching style of learning	0.31
Student-centered teaching	0.36
Student control over learning	0.02
Strategies emphasizing student perspectives in learning	
Peer tutoring	0.53
Volunteer tutors	0.26
Learning strategies	
Deliberate practice	0.79
Effort	0.77
Imagery	0.45
Interleaved practice	0.21
Mnemonics	0.76
Note taking	0.50
Outlining and transforming	0.66
Practice testing	0.54
Record keeping	0.52
Rehearsal and memorization	0.73
Spaced vs. mass practice	0.60
Strategy to integrate with prior knowledge	0.93
Study skills	0.46
Summarization	0.79
Teaching test taking and coaching	0.30
Time on task	0.49
Underlining and highlighting	0.50

TEACHING: Focus on teaching/instructional strategies	ES
Strategies emphasizing learning intentions	
Appropriately challenging goals	0.59
Behavioral organizers	0.42
Clear goal intentions	0.48
Cognitive task analysis	1.29
Concept mapping	0.64
Goal commitment	0.40
Learning goals vs. no goals	0.68
Learning hierarchies-based approach	0.19
Planning and prediction	0.76
Setting standards for self-judgement	0.62
Strategies emphasizing success criteria	
Mastery learning	0.57
Worked examples	0.37
Strategies emphasizing feedback	
Classroom discussion	0.82
Different types of testing	0.12
Feedback	0.70
Providing formative evaluation	0.48
Questioning	0.48
Response to intervention	1.29
Teaching/instructional strategies	
Adjunct aids	0.32
Collaborative learning	0.34
Competitive vs. individualistic learning	0.24
Cooperative learning	0.40
Cooperative vs. competitive learning	0.53
Cooperative vs. individualistic learning	0.55
Direct instruction	0.60
Discovery-based teaching	0.21
Explicit teaching strategies	0.57
Humor	0.04
Inductive teaching	0.44
Inquiry-based teaching	0.40
Jigsaw method	1.20
Philosophy in schools	0.43
Problem-based learning	0.26
Problem-solving teaching	0.68
Reciprocal teaching	0.74
Scaffolding	0.82
Teaching communication skills and strategies	0.43

TEACHING: Focus on implementation method	ES
Implementations using technologies	
Clickers	0.22
Gaming/simulations	0.35
Information communications technology (ICT)	0.47
Intelligent tutoring systems	0.48
Interactive video methods	0.54
Mobile phones	0.37
One-on-one laptops	0.16
Online and digital tools	0.29
Programmed instruction	0.23
Technology in distance education	0.01
Technology in mathematics	0.33
Technology in other subjects	0.55
Technology in reading/literacy	0.29
Technology in science	0.23
Technology in small groups	0.21
Technology in writing	0.42
Technology with college students	0.42
Technology with elementary students	0.44
Technology with high school students	0.30
Technology with learning needs students	0.57
Use of PowerPoint	0.26
Visual/audio-visual methods	0.22
Web-based learning	0.18
Implementations using out-of-school learning	
After-school programs	0.40
Distance education	0.13
Home-school programs	0.16
Homework	0.29
Service learning	0.58
Implementations that emphasize school-wide teaching strategies	
Co- or team teaching	0.19
Interventions for students with learning needs	0.77
Student support programs – college	0.21
Teaching creative thinking	0.34
Whole-school improvement programs	0.28

Key for rating

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- Potential to accelerate student achievement
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ES Effect size calculated using Cohen's *d*

The Visible Learning research synthesises findings from **1,400** meta-analyses of **80,000** studies involving **300** million students, into what works best in education.

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Document Downloads

[Sample R1 PLC Data Cycle Template](#)

[PLC Principal/Designee Planning Template](#)

[Video Resource Page](#)

[PLC Implementation Goals](#)

[Atlas Data Protocol](#)

[PLC Self Assessment](#)

[Data Cycle Infographic](#)

[PLC Meeting Minutes](#)

[Guided Planning Protocol](#)

[Collaborative Team Rubric](#)

[PLC Agenda/Meeting Planning Template](#)

[Visible Learning Ranking Document](#)

[PLC Group Norms Planning Template](#)