

APPENDIX IV – 77

PROFESSIONAL LEARNING COMMUNITIES RUBRIC

LEARNING	LITERAL	REFINEMENT	INTERNALIZED
Teams meet regularly (weekly/biweekly/monthly) during the school day.	Collaborative teams meet regularly & develop written norms and establish learning goals that clarify expectations and commitments.	Teams focus on prearranged topics that impact student learning and make revisions to goals to improve team effectiveness.	Teams honor their collective commitments to each other and our students in order to maximize learning.
Educators use district developed curriculum guide resources.	Educators use district curriculum & work together to define the essential learning and establish pacing.	Educators build shared knowledge of current content standards, unpack high-stakes assessments to clarify essential learning, and adjust instruction based on formative assessments.	Educators continually refine essential learning and guarantee a viable instructional program for all students.
Educators use benchmark assessments several times throughout the year.	Educators use benchmark assessments & analyze student work and assessments and discuss common criteria. Quarterly assessment in ELA and Math analyzed quarterly.	Educators consistently apply common criteria to assess student work and discuss formative instructional practices. Teams make informed instructional decisions for teachers and students based on regular analysis of Quarterly assessment in ELA and Math and other assessments.	Educators consistently utilize formative instructional practices, including common assessments, to gather evidence of student learning.
Educators use school/district classes, established “pull out” or afterschool programs, and curriculum resources when students are identified for intervention.	Educators provide students with additional time and support that does not remove students from new direct instruction when they experience difficulty.	Educators develop and utilize a timely, directive, and systemic plan for students when they experience difficulty. Teams use student data from MTSS process to help determine interventions.	Educators coordinate a flexible, supportive, and proactive system of intervention for students who experience difficulty.
Educators use school/district classes, established “pull out” or afterschool programs, and curriculum resources for identified students ready for enrichment.	Educators provide time and support for enrichment during the school day for those who have moved beyond the essential learning.	Educators develop and utilize a timely, directive and systemic plan for students who have moved beyond the essential learning.	Educators coordinate a flexible, supportive, and proactive system of intervention for students who have moved beyond the essential learning.

Modified From Rich Smith “Progress Monitor Our PLCs” 2015 Solution Tree