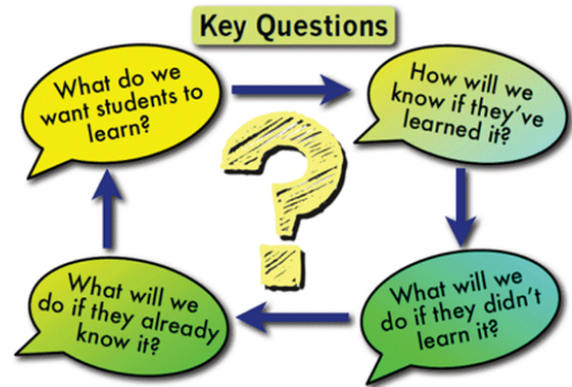


PLC Agenda and Notes

Mission

Vision

Values



Characteristics of Effective PLCs	
Collaborative Culture: Educators work in teams (grade level, content, vertically, or cross functionally) and share a common purpose. They learn with each other and create momentum to drive improved outcomes for students.	Results Orientation: Educators recognize that no matter how well intentioned their efforts, the only valid assessment of improvement is observable and measurable results.
Authentic Assessment: Educators hold themselves collectively accountable for improving student progress toward whole child outcomes by using assessments that give them real-time feedback to inform student learning and teaching effectiveness. These assessments are not linked to high stakes consequences but are leveraged as essential tools to improve student growth.	Commitment to Continuous Improvement: Educators leverage learning cycles to move from their current reality to the ideal future.
	Self-Directed Reflection: Teams establish learning cycles of goal-setting, planning, action, analyzing and evaluation, driven by the needs of both educators and students.
Strong Leadership Support: School leaders build a climate of openness and trust in the school, empower teams to make decisions based on students' needs, and apply appropriate pressure and support to innovate and improve.	Action Orientation/Experimentation: Educators take action on their learning and insights. They recognize the importance of engagement and experience with teaching/learning and in testing new ideas. Teaching teams take part in activities like observing one another, lesson studies, empathy interviews...
Stable Settings and Structure: Teams have dedicated time and space for their collaborative work to take place and leverage agendas and protocols for efficiency and effectiveness.	Collective Inquiry: Educators relentlessly question the status quo, seek new methods of research-based teaching and learning strategies, test methods, and reflect on the results.

Instructional Focus Statement (based on current students, current context, and existing data trends):

[EXAMPLE] In order to build a solid foundation for college and career readiness, all students will independently and collaboratively read and engage in structured, accountable academic discourse to synthesize, apply, and articulate their understanding of academic content across disciplines and present knowledge and ideas through innovative products and solutions.

Norms:

[EXAMPLES] Begin and end on time, no cell phone use in meetings (emergencies use outside), be professional, minutes kept, stay on topic, "share the air," avoid side conversations, use the parking lot for non-agenda items, come prepared

Date:

Participants' Names:

Agenda Items	Action/Discussion
I. Review of Agenda and Parking Lot (3 mins.)	
II. Review norms	Each member selects one as an area for their personal focus each meeting.
III. Digging in	<ol style="list-style-type: none">1. The focus of instruction, essential outcome/s (EO) is:2. Plan to set students up for success includes:3. A promising strategy everyone agrees to use is:4. Our common assessment/data point is:5. Our plan to use results to inform our practice is:
IV. Reporting out	<p>Capture</p> <ul style="list-style-type: none">• Key take-aways from meeting• Grade level celebrations• Specific support needed
Our next meeting date is	