

Evolutionary Checklist for Professional Learning Teams

Every professional learning team develops simultaneously along two evolutionary continua—mastery of personal dynamics and mastery of new collaborative tasks. Please use the checklist below to reflect on the progress that your learning team is making in both of these areas. We will use these checklists to define approachable next steps for each collaborative group in our building.

Name of Professional Learning Team: _____ Your Name (optional): _____	
Personal Dynamics on Our Learning Team	
Beginning	<input type="checkbox"/> Our learning team fears conflict. Members are often defensive and unwilling to open themselves to feedback. <input type="checkbox"/> Our learning team walks away from—or completely avoids—difficult conversations. <input type="checkbox"/> Our learning team rarely addresses the four key questions of a PLC during our meetings. <input type="checkbox"/> Conversations on our learning team are dominated by one or two members. <input type="checkbox"/> Our learning team doubts whether or not meaningful collaboration is even possible.
Developing	<input type="checkbox"/> Our learning team is starting to understand that conflict is a part of growth, but we still view conflict as failure. <input type="checkbox"/> The interactions on our learning team are polite, but they don't feel very significant. We're starting to enjoy each other, but I'm not sure that we're making a real difference for our students. <input type="checkbox"/> Our learning team often feels confused about what we are trying to accomplish. We are ready and willing to collaborate, but we're not sure exactly what good collaboration means. <input type="checkbox"/> Our learning team often feels overwhelmed by the work we're trying to accomplish. We are struggling to prioritize the work that we are doing together.
Mastering	<input type="checkbox"/> Our learning team develops lessons and shares materials with one another. <input type="checkbox"/> Our learning team has started to have really good conversations about the work we are doing with students. <input type="checkbox"/> Our meetings are often spent wrestling with the four key questions of a PLC. <input type="checkbox"/> The members of our learning team see one another as intellectual equals. For the most part, we value one another and look forward to the collaborative time that we spend together. <input type="checkbox"/> While we are still a little hesitant to open our practices to our peers, our learning team has started to incorporate peer observations into our work with one another. <input type="checkbox"/> I'm proud of the work that our learning team is doing.

Personal Dynamics on Our Learning Team	
Excelling	<ul style="list-style-type: none"> <input type="checkbox"/> The members of our learning team care deeply for one another. We see each other as colleagues whom we are learning alongside of instead of competitors we are being compared against. <input type="checkbox"/> The members of our learning team are deeply motivated by our shared desire to help every student learn. We don't feel threatened by asking each other for help or for offering each other suggestions for improvement. <input type="checkbox"/> Members of our learning team can disagree with one another without hurting feelings. <input type="checkbox"/> Members of our learning team feel comfortable being observed by peers. We love the feedback that we get when someone watches us teach. <input type="checkbox"/> Our learning team is constantly asking new questions about how to improve our collective practices.
<p>Additional Comments</p> <p>What steps can our school's leadership team take to better support the continued growth of your learning team?</p>	
Collaborative Tasks on Our Learning Team	
Beginning	<ul style="list-style-type: none"> <input type="checkbox"/> Our learning team often struggles to find a collaborative focus. We're not really sure what we are supposed to be talking about in our team meetings. <input type="checkbox"/> Our learning team spends our time on really simple organizational tasks and behaviors simply because those tasks and behaviors are easier and more approachable than talking about student learning. <input type="checkbox"/> Our learning team sometimes talks about instructional practices but rarely takes any action after our conversations. My practices haven't changed as a result of the work that I do with my learning team. <input type="checkbox"/> Our learning team values shared planning more than anything else. We are excited about PLCs only because we see them as a way of saving time.
Developing	<ul style="list-style-type: none"> <input type="checkbox"/> Our learning team spends a lot of time talking about curriculum and pacing in our team meetings. <input type="checkbox"/> Our learning team has developed clear sets of essential skills for each of our units. <input type="checkbox"/> Our learning team has developed common assessments that we are all committed to delivering. <input type="checkbox"/> Our learning team has started to look for trends in the common assessment data that we are collecting. <input type="checkbox"/> Our learning team looks at student performance by individual subgroups. <input type="checkbox"/> Our learning team has started to have conversations about what student mastery actually looks like.

Mastering	<ul style="list-style-type: none"> <input type="checkbox"/> Our learning team has identified several problem areas in the curriculum that our students are struggling with. <input type="checkbox"/> Our learning team regularly looks at the differences in student learning across classrooms. <input type="checkbox"/> Our learning team can tell you which students are succeeding instead of which classes are succeeding. We look at individuals instead of averages. <input type="checkbox"/> Our learning team has started to change our instructional practices based on the student learning data we collect. <input type="checkbox"/> Our learning team has defined a series of practices that we know work with our students. <input type="checkbox"/> Our learning team regularly reorganizes students across the grade level in order to provide remediation and enrichment.
Excelling	<ul style="list-style-type: none"> <input type="checkbox"/> Our learning team works to identify the reasons that individual students are struggling and to provide interventions tailored to address the unique challenges of every student. <input type="checkbox"/> Our learning team recognizes that sometimes motivational, organizational, or behavioral issues cause students to struggle. We take customized steps to support these students in the same way that we support students who are struggling with the content in our curricula. <input type="checkbox"/> Our learning team has found ways to tap into specialists beyond the classroom—such as guidance counselors, social workers, and media specialists—to support our students. <input type="checkbox"/> Our learning team is constantly experimenting with teaching and learning. We intentionally vary instruction across our classrooms in order to continue learning more about practices that work with our students. <input type="checkbox"/> The biggest challenge our learning team faces is making sure that we don't completely exhaust ourselves by working too hard!
<p>Additional Comments</p> <p>What steps can the school leadership team take to better support the continued growth of your learning team?</p>	