

Figure 12.1: Principal Leadership Actions in a PLC Culture Evaluation Tool

PLC Leadership Actions	Description of Level 1	Requirements of the Indicator Are Not Present	Limited Requirements of This Indicator Are Present	Substantially Meets the Requirements of the Indicator	Fully Achieves the Requirements of the Indicator	Description of Level 4
Lead a common understanding of PLC language.	There is vague clarity on the what and why of the PLC culture. There is little evidence of teacher team transparency and a wide variance in daily rigor, routines, and practices of teachers.	1	2	3	4	There is a clear and coherent response from every faculty member regarding the definition of the PLC process and why it is so important to pursue every year. Teachers work to limit the wide variance in their practice.
Lead a simultaneously loose and tight culture.	The school culture is built on extremes. The principal leads by “do as I say” top-down decision making or by “do what you want” bottom-up decision making.	1	2	3	4	Teacher team risk taking is not random and serves the shared vision for instruction, assessment, and intervention in the school. The school culture reveals clarity on loose-tight actions.
Build collaborative teacher team efficacy.	Teachers continue to work in isolation and demonstrate no awareness of the four critical questions of a PLC.	1	2	3	4	Every teacher improves his or her personal academic knowledge and growth through the collective teacher efficacy of his or her collaborative team and by answering the four PLC critical questions during every unit throughout the school year.
Frequently monitor teacher team actions and results.	Few teams and teachers share and know overall student performance results for their grade level or course. Teacher teams do not use those results to impact their daily routines, work, planning, or actions.	1	2	3	4	Every teacher provides evidence to the principal regarding student performance results and his or her response to those results. The principal provides timely feedback on the data analysis and results.
Lead the systematic schoolwide response for students in need of additional time and support.	Intervention is up to individual teachers and seems random, and if teachers provide it, the intervention is too late to impact current student learning progress.	1	2	3	4	Every team implements a required intervention response to student learning that is timely, targeted (to the student and standard), fluid and flexible, and systemic, and produces evidence of success.