Figure 1.8:
The Work of Collaborative Teams

Collaborative Team Tasks and Products

Short-Term and Long-Term Goals

Defined Tasks	Completion Date	Products and Artifacts
Create and monitor team norms.		Norms
Establish protocols: roles, agenda building, record keeping, consensus, and so on.		Protocols
Establish team SMART goals.		SMART goals
Continually monitor progress on SMART goals using summative and common formative assessments.		SMART goal action plan
Celebrate success (frequent small wins along the way)!		Celebration sheet

PLC Critical Question One

What do we expect students to know and be able to do?

Defined Tasks	Completion Date	Products and Artifacts
Review state standards and align curriculum.		Curriculum documents
Identify the essential standards for each grade level and subject area using endurance, leverage, and readiness criteria.		List of essential grade-level or content-specific standards
Vertically align essential standards, looking for gaps and redundancies.		Aligned curriculum guides
Pace the curriculum, emphasizing when to teach the learning targets.		Pacing guide or course sequence

PLC Critical Question Two

How will we know if students have learned it?

Unwrap each of the essential standards into learning targets (determine learning progression).		Unwrapped essential standards with learning targets
Map each standard, indicating the summative and formative assessments.		Assessment map for each essential standard
Develop common formative assessments for each learning target.		Common formative assessments
Determine proficiency levels.		Rationale
Develop grading rubric or scoring guide.		Rubric or written criteria
Write learning targets in student-friendly language by engaging students in the process.		Student-friendly targets

Create and share anchor papers with students, demonstrating strong and weak work (collaboratively score student work).		Anchor papers
Analyze assessment results.		Item analysis with data team protocol

PLC Critical Question Three

How will we respond if students have not learned?

Identify systematic responses for students who are failing.		Remediation strategies
Create interventions for students who fail to meet learning targets on common formative assessments.		Intervention strategies
Identify students in need of interventions by essential standard or learning target and specific need.		List of students with specific data
Group students for instruction by specific essential standard or learning target.		Student groupings by standard, learning target, or need
Evaluate the progress of students after interventions.		Monitoring tool

PLC Critical Question Four

How will we respond if students have already learned?

Defined Tasks	Completion Date	Products and Artifacts
Identify systematic responses for students who have already mastered the essential standards.		Student groupings by standard, learning target, or need
Identify students who demonstrate proficiency and above on common formative assessments.		List of students with specific data
Create extension activities for students who demonstrate proficiency and above.		Extension activities
Evaluate student progress after the extension activity.		Monitoring tool

Sources: DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). Learning by doing: A handbook for Professional Learning Communities at Work (3rd ed.). *Bloomington, IN: Solution Tree Press; Kramer, S. V. (2015).* How to leverage PLCs for school improvement. *Bloomington, IN: Solution Tree Press.*