

Figure 5.1: Chart for Rating Progress on Building Collaborative Culture in Your PLC—Flirting, Dating, or Being Engaged?

Actions for Flirting With a PLC	Yes	No	As Evidenced By . . .
1. The responsibility of creating time for collaboration is left to individuals, or created in the master schedule for some, but not all.			
2. Specialists—such as fine arts teachers, related arts teachers, elective teachers, and media specialists—are left twisting in the wind with regard to being members of a team.			
3. We believe we are a PLC because “we did a book study” or because “we have a weekly meeting for an hour.”			
4. We are invited to collaborate, but not expected to collaborate.			
5. We meet because the principal requires us to meet.			
6. With regard to our meetings, if given a choice, we could take them or leave them.			
7. During our PLC meetings, we think about the other things we could be doing at that time.			
8. One person on our team wrote the norms, and the rest of us agreed to them.			
9. We seem to talk about everything except student learning at our team meeting.			

Actions for Flirting With a PLC	Yes	No	As Evidenced By . . .
10. We don't think we need a weekly meeting to collaborate; we collaborate all the time in the hallway, during transitions, and sometimes at lunch. We have so many informal meetings that we don't see the need to sit down at a set time . . . and you should see the number of emails we exchange!			
11. Some teachers and some teams are allowed to opt out of collaboration.			
12. Teams set compliance goals—by taking out last year's goals, changing a couple of the numbers, and updating the school year.			
Actions for Dating a PLC	Yes	No	As Evidenced By . . .
1. The responsibility of ensuring collaboration is left to team leaders, team facilitators, or instructional coaches.			
2. We are encouraged to collaborate, but not expected to collaborate.			
3. Time for collaboration is built into the master schedule, but administrators sometimes interfere with that time with other priorities.			
4. We have a PLC coach who runs our meeting.			
5. Our norms were developed for us, and handed to us by our principal.			
6. We do not have an agreed-on process for holding one another accountable for honoring our norms.			

Actions for Dating a PLC	Yes	No	As Evidenced By . . .
7. We developed team norms, but when someone violates one of the norms, no one confronts him or her about it.			
8. We are a PLC because we complete an agenda after every meeting.			
Actions for Being Engaged to a PLC*	Yes	No	As Evidenced By . . .
1. Teams are created on the basis of shared responsibility for pursuing the critical questions of teaching and learning with a particular group of students: for example, by course or by grade level.			
2. Leaders work with us to find creative ways to provide more time for team collaboration, including ways of using existing time more effectively.			
3. Leadership is dispersed more widely by identifying team leaders for any team with more than three people. We meet with team leaders on a regular basis to identify problematic areas of the process, and develop strategies for resolving those problems.			
4. Building shared knowledge of best practice is part of the process of shared decision making at both the school and team level.			
5. Teams are asked to build shared knowledge—to learn together as we approach each new task in the collaborative process.			
6. Supporting research, templates, exemplars, worksheets, and timelines are available to teams to assist us in each step of the process.			

Actions for Being Engaged to a PLC*	Yes	No	As Evidenced By . . .
7. Each team monitors our ongoing progress and assesses our products, regularly meets with team leaders, and does formal self-evaluations. Leaders respond immediately to a team that is having difficulty. Teams celebrate and use as a model the teams who are experiencing success.			
8. Building-level leadership teams model everything being asked of collaborative teams, including meeting on a regular basis, staying focused on issues with the greatest impact on student achievement, establishing and honoring collective commitments, and working toward established goals.			
9. We work together interdependently to achieve common goals, but this does not mean there is no room for individual skill, thought, or effort. In fact, these elements are strengthened by a collaborative culture.			
10. Teacher collaboration has two purposes: for individuals to become better teachers, and to help others become better teachers. One of those two things is always happening when we're meeting as a collaborative team.			
11. Procedures are created to ensure teams are able to learn from one another.			
12. Teams are the focus of recognition and celebration. Leaders take every opportunity to acknowledge the efforts and accomplishments of teams.			

*Source: DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). Learning by doing: A handbook for Professional Learning Communities at Work (2nd ed.). Bloomington, IN: Solution Tree Press, pp. 149–150.