

Figure 5.5: Review Exercise for Shared Collective Commitments for the Essential Work of a PLC

Collective Commitment	Why	How	Question	Initial
In order to promote a collaborative culture . . .				
I will contribute to identifying team norms and protocols to guide us in working together.				
I commit to analyzing student achievement data and establishing SMART goals that my team works interdependently to achieve.				
I commit to evaluating our adherence to and the effectiveness of our team norms at least twice each year.				
In order to get clear on what every student needs to learn . . .				
I commit to clarifying the most important essential learnings of each course with my team. These targets are aligned with state, district, or provincial assessments required of our students.				
I promise to align the essential learnings with state and district standards and the high-stakes exams required of our students.				
I commit to identifying course content or topics that can be eliminated so our team can devote more time to the essential curriculum.				
I agree to contribute to a process for sequencing the content of the course and have established pacing guides to help students achieve the intended essential learnings.				
I commit to identifying the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of their units.				
I commit to teach the agreed-upon and guaranteed and viable curriculum.				

Collective Commitment	Why	How	Question	Initial
In order to constantly measure my effectiveness . . .				
I commit to developing team-created and frequent common formative assessments that help my team determine each student’s mastery of essential learnings.				
I commit to developing team-created and frequent common formative assessments that help my team to determine which of our instructional practices were most effective.				
I commit to establishing the proficiency standard we want each student to achieve on each skill and concept that our common formative assessments examine.				
I commit to develop common summative assessments that help our team assess the strengths and weaknesses of our instruction.				
I commit to establishing the proficiency standard we want each student to achieve on each skill and concept that our summative assessments examine.				
I commit to helping establish the criteria our team will use to judge the quality of student work related to the essential learnings of our course and practice applying those criteria to ensure consistency.				
I commit to teaching students the criteria we will use in judging the quality of their work and providing them with examples.				
I commit to use the results of our common assessments to assist others in building strengths and addressing weaknesses as part of a process of continuous improvement designed to help students learn at higher levels.				

Collective Commitment	Why	How	Question	Initial
In order to systematically respond when students do and don't learn . . .				
I commit to using the results of our common assessments to identify students who need additional time and support to master essential learning and working within the systems and processes of the school to ensure they receive that support.				
I commit to taking interventions above and beyond what all students receive. I won't call for students to be pulled out of core subjects to be caught up in that same core subject.				
I commit to gather evidence of student learning, share it with my colleagues, and use that evidence to inform and improve my instructional practice.				

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. 130–131.