

The Professional Learning Communities at Work® Continuum: Using School Improvement Goals to Drive Team Goals

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We assess our effectiveness on the basis of results rather than intentions.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
The members of each of our collaborative teams are working interdependently to achieve one or more SMART goals that align with our school goals. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal. The identification and pursuit of SMART goals by each collaborative team are critical elements of the school's continuous improvement process.	Goals have not been established at the district or school level. Teams are not expected to establish goals.	Teams establish goals that focus on adult activities and projects rather than student learning.	Teams have been asked to create SMART goals, but many teachers are wary of establishing goals based on improved student learning. Some attempt to articulate very narrow goals that can be accomplished despite students learning less. Others present goals that are impossible to monitor. Still others continue to offer goals based on teacher projects. There is still confusion regarding the nature of and reasons for SMART goals.	All teams have established annual SMART goals as an essential element of their collaborative team process. Teams have established processes to monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.	Each collaborative team of teachers has established both an annual SMART goal and a series of short-term goals to monitor their progress. They create specific action plans to achieve the goals, clarify the evidence that they will gather to assess their progress, and work together interdependently to achieve the goal. This focus on tangible evidence of results guides the work of teams and is critical to the continuous improvement process of the school. The recognition and celebration of efforts to achieve goals help sustain the improvement process.

Where Do We Go From Here? Worksheet

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Indicator of a PLC at Work	What steps or activities must be initiated to create this condition in your school?	Who will be responsible for initiating or sustaining these steps or activities?	What is a realistic timeline for each step or phase of the activity?	What will you use to assess the effectiveness of your initiative?
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