District Actions That Support the PLC Framework in Schools

District leaders *include superintendents, directors, coordinators, and instructional staff.*

Shared and Supportive Leadership – District leaders model, support and build leadership capacity among school staff. They share information and provide opportunities for collaboration and shared decision-making. They establish clear expectations, relevant data, and time to align needs and goals. District leaders model and monitor effective practices, encourage shared accountability, and support decisions based on shared visions. Finally, district leaders work closely with school boards to establish policies conducive to the professional learning community framework.

Shared Values and Vision – District leaders identify and communicate shared values and visions to all stakeholders. They communicate high expectations and encourage schools to use shared values to create the school vision. District leaders use data to support the schools in the alignment of values, visions, and school initiatives. They support the PLC process as a district-wide approach to achieving the district vision.

Collective Learning and Application of Practice – District leaders model and assist school staff in implementing practices that enhance the professional learning community process. District leaders and school staff collaborate to align curriculum, instruction, and assessment strategies based on student needs. District leaders provide opportunities for collaboration and professional development. They assist school staff in development and use of common formative assessments, and to analyze student work. District leaders meet with staff to analyze data, facilitate classroom visits, and share professional learning community practices. They provide opportunities for staff to collaborate with and visit other schools. District staff provide induction programs for new staff and support interaction between district instructional staff and school personnel.

Supportive Conditions – Relationships – District leaders model respectful interactions, set expectations, guide communication, and establish norms among school staff and teams. They promote trust, positive relationships and an inclusive culture. District leaders acknowledge school achievements and support celebrations for faculty.

Supportive Conditions – Structures – District leaders provide time and space for all leaders to collaborate with each other in schools and across the district. They provide time and space for teachers and teams to meet with each other in schools and with other teachers throughout the district. District leaders provide a data retrieval system for teachers, and embed professional learning time into the school day. They allocate resources to schools based on student data and needs. District leaders provide financial support and autonomy to implement professional learning community practices.