

# The Professional Learning Community Continuum

Element of a PLC	Pre-Initiation Stage	Initiation Stage	Developing Stage	Sustaining Stage
<b>Collaborative Teams of Teachers Focus on Issues That Directly Impact Student Learning</b>	<p>There is no systematic plan in place to assign staff members to teams or provide them with time to collaborate. Teachers work in isolation with little awareness of the strategies, methods, or materials used by their colleagues.</p>	<p>Some structures have been put into place for teachers who may be interested in collaborating. Teachers are encouraged but not required to participate. Topics tend to focus on matters other than classroom instruction and student learning.</p>	<p>Time has been provided during the contractual day for teachers to work together in teams on a regular basis (at least once a week). Guidelines have been established in an effort to ensure staff members use collaborative time to address topics that will impact instruction. Teams are attempting to develop positive relationships and implement specific procedures, but they may not be convinced the collaborative team process is beneficial. Leaders of the school are seeking ways to monitor the effectiveness of the teams.</p>	<p>Self-directed teams represent the primary engine of continuous improvement in the school. Team members are skillful in advocacy and inquiry, hold each other accountable for honoring the commitments they have made to one another, consistently focus on the issues that are most significant in improving student achievement, and set specific measurable goals to monitor improvement. The collaborative team process serves as a powerful form of job-embedded staff development, helping both individual members and the team in general become more effective in helping students learn at high levels. Staff members consider their collaborative culture vital to the effectiveness of their school.</p>

