



Implementation

Assessment: Onsite Review

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Missouri Professional Learning Communities create sustainable collaborative cultures to ensure high levels of learning for all.

As a part of the MO PLC process, schools receive ongoing onsite support, in addition to trainings. Regional PLC Consultants meet with administrators, leadership teams, and sometimes all staff members to provide coaching, monitoring, and expertise. The [Implementation Rubric](#) provides a framework for this feedback.

School leadership teams begin the MO PLC training process understanding that they will engage with the work for at least four years. For the first three years, our training/support curriculum has an intentional sequence. Our statewide model for training is designed to take leadership teams through a logical sequence of implementation steps, with a comprehensive, day-long review near the end of the third year. The schedule for the onsite review includes:

- Focus Group Interviews (leadership team, teachers, students)
- Review of Artifacts which detail the building's PLC journey
(this is often done electronically, and sometime occurs prior to the review)
- Observation of PLC Collaborative Groups/Classroom instruction
- An exit conference, where the Leadership Team and regional PLC Consultants agree upon levels of implementation

This review serves multiple purposes, providing an opportunity to celebrate current progress, set goals and establish next steps,, and also shape the training and support provided to the building in the fourth year, as well as continuing years as needed. Ultimately, proficient/deep implementation in all areas is the goal. This is the first criteria schools must meet in order to be recognized as exemplary PLC schools. Progress toward that goal occurs at varying rates. Schools may take from three to six years to achieve full implementation, with the feedback from this onsite review being critical to that process. For more information, contact your [regional PLC consultant](#).

What practices were implemented at the deepest level by schools?

When schools are assessed at the end of their third year of PLC training with an on-site review, evidence and artifacts are analyzed to determine the depth of implementation. During the spring of 2016-2017, site review implementation data revealed the following bulleted indicators as those most generally implemented at a proficient or deep level. These are generally assessed at a deeper level because they are indicators addressed earliest in the curriculum lending themselves to more time for implementation, or they are indicators where evidence is more “qualitative” and subjective to assess.

- Establishing and living a mission
- Building level analysis of data
- School culture conducive to the learning of all children
- Establishing priority standards
- Team collaborative meeting conditions (frequency of meeting, location, etc.)
- Assessment literacy
- Collective responsibility for the learning of children

What practices have been most difficult to implement deeply?

The bullets identified below show “lagging” indicators where implementation is not generally found to be as deep as are others. These tend to be parts of the curriculum addressed later in the training continuum, or are those requiring greater emphasis and time to implement.

- Establishing protocols for providing enrichments for students
 - Monitoring of collaborative team practices and protocols
 - Collective scoring of student work
 - Teachers providing effective feedback to students
 - Leadership teams providing regular feedback to collaborative teams
 - Student engagement in assessing their own learning
 - Making collaborative decisions on grading and grade reporting practices
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