



Models & Guides

for the ongoing development of
SD71 Professional Learning Communities



Key Components of PLC



Student-Learning Focused
Teacher/Educator-Initiated Interventions
Administrator-Supported & Guided
Inquiry Based & Data-driven
Recognizes & Celebrates Growth
Shares Results School & District wide

**As you consider your proposed PLC project themes,
answer these together:**

- **To what student need are we responding?**

What do our students need to know or learn?

- **What evidence /information do we have that tells us this is a key concern or need?**

Have we reflected on a variety of data, shared our observations, or reviewed assessment scores?

- **Why and how did we choose this particular intervention(s)?**

Was it researched, tried by colleagues, recommended by specialists, or are we co-creating and piloting our strategy?

- **What information will help us know our intervention is positively impacting learners?**

What behavior or data will we track or monitor over time? What is our starting point or baseline data so we may compare?

- **How does our PLC's project align with our school's Vision, Mission, and Values?**

In what ways does our idea enhance or support our overall school and learning community culture and goals?

- **How and when will we share our progress or insights with our peers and parents?**

What information or formats will we use to update others- via school newsletters, meetings, or websites? How might we share our successes district wide – via Learn71 portal, PD days, District-wide Share days, so our peers may learn about or adopt our strategies?

- **How will we determine where to go next as we continue to respond to our learners' changing needs?**

Will we build on this strategy/intervention in our next cycle – take it to other grades, students, or subject areas? What might be the next level of inquiry as we advance through the spirals of Action Research and PLC?

