Theory of Action Embedded in Building Professional Learning Community

PROBLEMS, e.g.
*Low student performance on math, science, and reading achievement tests
*Lack of teacher collaboration

GOALS, e.g.
*Improve students' academic performance in math,science ,& reading
*Create and sustain PLCs among site leaders and teachers

BELIEFS (ASSUMPTIONS), e.g.,
*Site leaders and teachers in same PLC will instill collaborative spirit in school
*PLC focus on teachers doing peer observation, receiving coaching, and professional development will improve instruction in math, science, and reading
*Improved instruction will improve student performance on tests

SCHOOL NEEDS, CURRENT CAPACITIES,
*Some coaches drawn from faculty but more needed; more sub money; access to research on best practices

STRATEGIES, e.g.,
*Identify coaches on staff & in district
*Implement common weekly observation time and regular meetings between PLC members
*Train teachers and adm. in 1:1 observation

SHORT-TERM OUTCOMES (Year 1)
*Teachers volunteer to be observed;
*Schedule in place
*Coaches working by end of first semester
*Most PLC members familiar with best practices in math and reading

MID-TERM (Years 2-3)
*Majority of teachers and adm. express satisfaction with PLC on survey
*Majority of PLC know how to use test data, diversify instruction, create new classes, and implement best practices

LONG-TERM,(3-5 years)
*Student performance improved in math, science, and reading