

Sanborn Regional School District Professional Learning Community Rubric

Indicators	Beginning	Emerging	Developing	Accomplished
Community and diversity	Learning communities regularly engage all participants in discussions about teaching and learning.	Learning communities regularly engage all participants in discussions about teaching and learning. School participants engage in some peer observation and mentoring.	All participants have an opportunity to share ideas and experiences within the learning community. Participants give and receive feedback within the learning community setting.	All participants share ideas and experiences within the district learning community network. Participants engage in peer observation both to give and receive feedback.
Trying, testing, verifying, and replicating of effective teaching practices	SAU 17 K-12 educators share classroom practices and teaching materials. Some follow up on effectiveness of classroom experimentations is done.	Research based practices are shared, studied and discussed within the learning community setting. Educators engage in professional development which is research based.	SAU 17 K-12 educators within and across district learning communities share research based practices that they've tried and verified in their own classrooms. Educators at all levels collaborate, replicate these practices, and verify positive student impact.	SAU 17 K-12 educators within and across district learning communities implement research based practices and verify positive student impact. Effective practices are made an integral part of professional development.
Shared vision	Educators discuss appropriate levels of student achievement relative to specific courses. Learning community dialogue focuses on successful implementations of effective practices, particularly participant experiences	Educators discuss the vertical alignment of student achievement, expectations and standards. Methods of integrating effective practices such as guided inquiry and collaborative learning throughout the K-12 curriculum are explored.	Educators explore which teaching practices work best with various disciplinary topics. Some consensus is reached as to acceptable levels of student achievement and classroom expectations.	Agreement is reached across district learning communities as to effective practices to be employed when teaching particular topics to specific populations.
Shared Leadership	Learning communities are guided mainly by teacher leaders and SAU 17 K-12 administration or Higher education faculty participation varies according to professional development needs.	Most learning communities are co-facilitated by SAU 17 K-12 faculty. Principals may regularly instigate and manipulate the agenda according to existing school programs.	All learning communities are co-facilitated by SAU 17 K-12 faculty. The needs and strengths of all educators guide the learning community. Goals are established and facilitated collaboratively by LC participants and administration. LC activities are supported by SAU 17 K-12 administration.	All learning communities are co-facilitated by higher education and SAU 17 K-12 faculty. The learning community agendas are dependent upon the needs of all K-12 educators and institutions in the district. Learning community results affect district administrative decisions.
Results oriented work	The purpose of dialogue and inquiry is solely the sharing of ideas and materials to improve individual teacher's practice.	The purpose of collaborative dialogue is primarily the sharing of ideas and materials to improve the individual teacher's practice. Methods for evaluating improved student achievement are emerging.	The purpose of collaborative dialogue is to improve learning for students in selected areas of the curriculum. Improved student achievement is evaluated.	The purpose of dialogue and inquiry is to result in practices that lead to improved learning for students and teachers at all levels.
Collaborative Inquiry	Some educators have professional development opportunities to engage in inquiry around classroom practice	Educators have professional development opportunities to engage in inquiry around classroom practice. Some teachers engage in action research cycles, beginning to make changes in their classrooms.	Groups of educators examine practice and engage in inquiry about areas of mutual interest. Educators at various career levels are contributing to the design and implementation of collaborative inquiry cycles. Educators are making some changes in classroom and school-wide practices as a result of collective inquiry.	All educators have ongoing opportunities to engage in collaborative cycles of inquiry, reflection, analysis and action. Those who develop, present and facilitate PD experiences are integrated within the learning community and participate in cycles of inquiry related to the work they do. Data, evidence and reflection are systematically used to promote changes at the classroom and institutional levels.