

**Table 1. Developing Professional Learning Communities (PLCs): Bureaucratic vs. Professional Approaches**

<b>Principles for Change toward PLCs</b>	<b>Bureaucratic Approach</b>	<b>Professional Approach</b>
Establishing expectations and norms of collaboration	<ul style="list-style-type: none"> <li>• Mandate PLCs and their composition</li> <li>• Require and record attendance at scheduled PLC meetings</li> <li>• Tie compliance to teacher contract</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate and model priority of collaboration to improve student success</li> <li>• Build PLCs of principals and central office personnel</li> <li>• Develop principal skills in nurturing PLCs</li> </ul>
Focusing work on improving all students' achievement	<ul style="list-style-type: none"> <li>• Establish benchmarks for gains in high stakes test scores for all student groups</li> <li>• Sanction schools and teachers if they do not meet marks</li> </ul>	<ul style="list-style-type: none"> <li>• Develop data system with multiple measures of individual professional development and support</li> <li>• Adopt formative assessments and related professional development</li> <li>• Promote and support teachers' use of protocols for looking at student work</li> </ul>
Creating learning resources	<ul style="list-style-type: none"> <li>• Use incentives for teacher course taking</li> <li>• Provide training to meet state and federal requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Invest professional development resources in PLC time and customized support</li> <li>• Hire and develop skilled facilitators</li> <li>• Build a strong middle system of content specialists</li> <li>• Use exemplars to show how PLCs achieve success</li> <li>• Promote participation in professional networks (e.g., Writing Project)</li> </ul>
Engendering mutual accountability for success	<ul style="list-style-type: none"> <li>• Require PLCs to develop plans for meeting benchmarks</li> <li>• Require PLCs to document their implementation of plans and site administrators to review them</li> <li>• Use threat of PI status and sanctions to press PLCs to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Create a professional environment of trust</li> <li>• Shift focus from external accountability systems to internal assessments and interventions</li> <li>• Establish incentives for innovations</li> <li>• Reward PLC outcomes; create a culture of sharing successes and strategies</li> </ul>
<b>Patterns of teacher response</b>	<ul style="list-style-type: none"> <li>• Compliance: ritual enactment of PLC principles</li> <li>• Resistance: refusal to invest time</li> <li>• Anxiety: fear of failing to lead or achieve change</li> </ul>	<ul style="list-style-type: none"> <li>• Enthusiasm: leadership in PLCs</li> <li>• Cooperation: engagement in designed work</li> <li>• Wait and see: peripheral participation</li> </ul>