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

<table>
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<tr>
<th>Principles for Change toward PLCs</th>
<th>Bureaucratic Approach</th>
<th>Professional Approach</th>
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| Establishing expectations and norms of collaboration | • Mandate PLCs and their composition  
• Require and record attendance at scheduled PLC meetings  
• Tie compliance to teacher contract | • Communicate and model priority of collaboration to improve student success  
• Build PLCs of principals and central office personnel  
• Develop principal skills in nurturing PLCs |
| Focusing work on improving all students’ achievement | • Establish benchmarks for gains in high stakes test scores for all student groups  
• Sanction schools and teachers if they do not meet marks | • Develop data system with multiple measures of individual professional development and support  
• Adopt formative assessments and related professional development  
• Promote and support teachers’ use of protocols for looking at student work |
| Creating learning resources | • Use incentives for teacher course taking  
• Provide training to meet state and federal requirements | • Invest professional development resources in PLC time and customized support  
• Hire and develop skilled facilitators  
• Build a strong middle system of content specialists  
• Use exemplars to show how PLCs achieve success  
• Promote participation in professional networks (e.g., Writing Project) |
| Engendering mutual accountability for success | • Require PLCs to develop plans for meeting benchmarks  
• Require PLCs to document their implementation of plans and site administrators to review them  
• Use threat of PI status and sanctions to press PLCs to improve student outcomes | • Create a professional environment of trust  
• Shift focus from external accountability systems to internal assessments and interventions  
• Establish incentives for innovations  
• Reward PLC outcomes; create a culture of sharing successes and strategies |
| Patterns of teacher response | • Compliance: ritual enactment of PLC principles  
• Resistance: refusal to invest time  
• Anxiety: fear of failing to lead or achieve change | • Enthusiasm: leadership in PLCs  
• Cooperation: engagement in designed work  
• Wait and see: peripheral participation |