

# LHMS Collaborative Teams Mid-Year Check-In Process

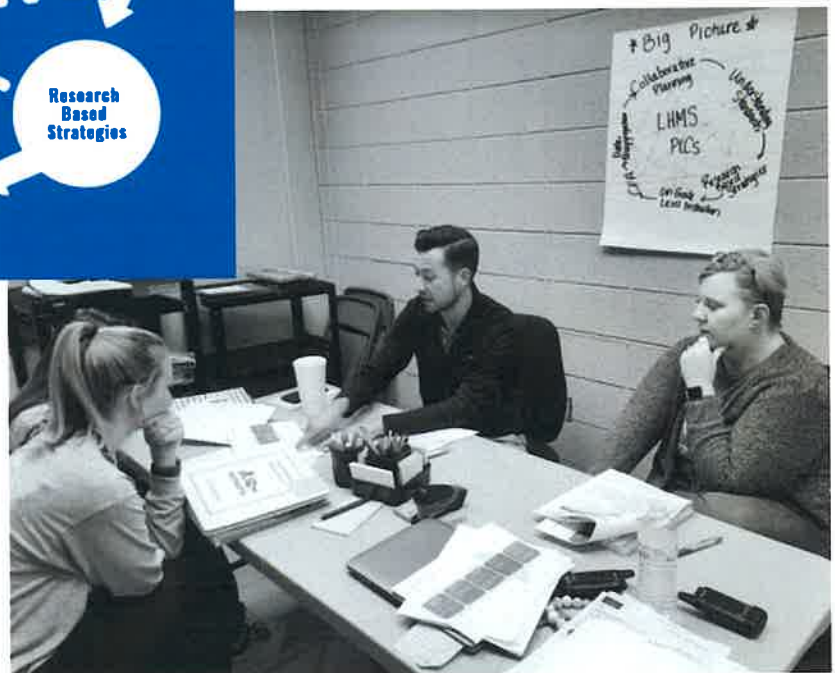
Based on Evidence of Doing the Right Work Feedback Form

*Charting the Course for Leaders, 2021*

**Step 1:** Individual teachers complete the online Google Form reflection

**Step 2:** Instructional Leadership Team meets to complete checklist tool based on review of PLC notebook, artifacts, and walk through evidence

**Step 3:** Collaborative teams meet with ILT to discuss findings and set goals for team functioning going forward.



# Individual PLC Reflection

Please answer the following questions individually about how well you think your PLC Partnership Team is functioning. It is OK if your team is not there yet. This is a reflective tool to see what the next steps are for each team.

1. Name

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2. PLC Goal #1: Collaborative Planning-Identify and make sense of standards for the unit and establish pacing and student learning goals.

*Mark only one oval per row.*

	Not Yet	Sometimes	Most of the Time	Consistently
We collaborate around pacing of standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We collaboratively identify and discuss what it means to be proficient for each standard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We collaboratively Identify and discuss what strategies we will use to get students to proficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We collaboratively identify dates for common formative and summative assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. PLC Goal #2: Common Formative Assessment-Develop common formative and end-of-unit assessments

Mark only one oval per row.

	Not Yet	Sometimes	Most of the Time	Consistently
We collaboratively determine which standards are essential for common assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We collaboratively discuss the criteria for success (proficiency) PRIOR to giving the assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We give our common formative assessments at the same time and under the same circumstances to ensure validity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. PLC Goal #3: Reviewing our Instructional Practices-Discuss effectiveness of instructional practices and try new practices.

Mark only one oval per row.

	Not Yet	Sometimes	Most of the Time	Consistently
When planning, we collaboratively identify research based practices or instructional strategies from the district provided curriculum that we will both use during instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When planning, we collaboratively identify ways we can differentiate and scaffold specific lessons and tasks for ELL/SPED.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When planning, we discuss common misconceptions students may have BEFORE teaching the lesson, and make a plan for each one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. PLC Goal #4: Data Analysis and Response-Analyze data from common assessments and make a team plan to re-engage learners.

*Mark only one oval per row.*

	Not Yet	Sometimes	Most of the Time	Consistently
When disaggregating data, it is clear that CFAs are scored the same way by the same criteria for proficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When disaggregating data, we identify, by name, the students who are not yet proficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When disaggregating data, we discuss the effectiveness of the instructional strategies we chose based on evidence in student work samples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After disaggregating the data, we make a plan to specifically target students who are not proficient on the CFA and re-engage them in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. PLC Goal #5: Student Ownership-Students analyze data and set learning goals.

Mark only one oval per row.

	Not Yet	Sometimes	Most of the Time	Consistently
We collaboratively discuss how to give students feedback on assessments for continued learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We develop a protocol or template for students to fix or embrace errors on CFAs and identify what they have learned and have not yet learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We engage students in a collaboratively designed protocol for student goal setting based on evidence of learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please answer the following three questions. Your response to this question will not be shared with your partner. Do you think your partnership operates as a highly functioning PLC? What are the strengths of your partnership? What needs to get better in order to make your partnership stronger?

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## **PLC Process Reflection Meetings (First Semester)**

### **Agenda:**

**Discuss the Process and Artifacts Used – Langhans**

**Discussion of Doing the Right Work Feedback Form from Charting the Course for Leaders  
Feedback and Instructional Practices Flowchart – Voiles**

**Reflective Questions – Greene**

**Next Steps – Voiles**

### **Reflective Questions**

- 1. If you had to grade your partnership from an A to F on how much you utilize these practices and processes to guide your plans and moves, what would you give yourself and why?**
- 2. What are the next steps for you in instruction?**
- 3. What do you need for your PLC to be more effective?**

### Evidence of Doing the Right Work Feedback Form

When monitoring the work of teams at a team meeting or classroom walkthrough, check the specific evidence observed for each appropriate team action. Circle a rating in the rightmost column to give feedback to the teachers on the team about the quality of their work.

Members  
Self  
scored (1-4)

3/4  
4/4  
4/4  
3/4  
3/4

4 4  
4 3  
4 4  
4 4  
4 4

Before the Unit			
Team Actions	Team Meetings With Artifacts	Walkthroughs Across Team Classrooms	Rating
Identify and make sense of the standards for the unit and establish pacing and student learning targets.	<input checked="" type="checkbox"/> Check pacing—identify start and end dates for the unit and the essential and important-to-know standards students will learn.	<input checked="" type="checkbox"/> Teachers reference the same learning target with students during the lesson.	Embracing
	<input checked="" type="checkbox"/> Unpack essential standards and determine student-friendly learning targets.	<input checked="" type="checkbox"/> Students can articulate the learning target to one another.	Practicing
	<input checked="" type="checkbox"/> Determine what a student must know and be able to do to be proficient with the standards in the unit.	<input checked="" type="checkbox"/> Same general pacing of the lessons is evident.	Attempting
	<input checked="" type="checkbox"/> Identify tasks and instructional strategies to use in order for students to learn the standards in the unit.	<input checked="" type="checkbox"/> Same general rigor of tasks and student engagement are evident.	Beginning
	<input checked="" type="checkbox"/> Determine dates on a calendar for common mid-unit and end-of-unit assessments.	Regularly on same pace/rigor, common assignments + assessments, lock-step team.	
Develop common mid-unit and end-of-unit assessments.	<input checked="" type="checkbox"/> Determine the essential standards or targets to assess mid-unit.	<input checked="" type="checkbox"/> Students take common assessments on the same day.	Embracing
	<input checked="" type="checkbox"/> Determine the essential and important-to-know standards to assess at the end of the unit.	<input checked="" type="checkbox"/> Students take the common assessment under the same conditions (notes, calculator, extra time, and so on).	Practicing
	<input checked="" type="checkbox"/> Create common assessments with common scoring agreements.	<input checked="" type="checkbox"/> Students can explain the learning targets and the expectations for meeting proficiency with each learning target on the assessment.	Attempting
	<input checked="" type="checkbox"/> Determine proficiency scores or performances on the common mid-unit or end-of-unit assessment for each learning target or standard.	CFAs in notebooks Coll. plan. sheets up to date Student work samples included	
	<input checked="" type="checkbox"/> Confirm dates to give each common mid-unit or end-of-unit assessment.	Question- Are we discussing what proficiency look like ahead of time?	

During and After the Unit			
Team Actions	Team Meetings With Artifacts	Walkthroughs Across Team Classrooms	Rating
Discuss effectiveness of instructional practices and try new practices.	<input checked="" type="checkbox"/> Identify effective instructional strategies to use during lessons.	<input checked="" type="checkbox"/> Teachers give some common differentiation and feedback to students.	Embracing
	<input type="checkbox"/> Discuss how to <u>differentiate instruction</u> during the unit or for <u>specific tasks or standards</u> .	<input checked="" type="checkbox"/> Observe time in lessons for <u>small-group</u> discourse that provides student-to-student feedback and teacher-to-student feedback with student action.	Practicing
	<input checked="" type="checkbox"/> Determine how to address prerequisite skills while teaching grade-level content in the unit.	<input checked="" type="checkbox"/> Teachers use research-based instructional strategies in lessons throughout the unit in all classrooms.	Attempting
	<input checked="" type="checkbox"/> Plan effective strategies for teacher feedback during whole- or small-group parts of lessons.	<input checked="" type="checkbox"/> Teachers use similar tasks (equivalent rigor) in lessons to teach a standard.	Beginning
	<input checked="" type="checkbox"/> Share common misconceptions students may have and plan to address each one.	<input checked="" type="checkbox"/> Teachers teach grade-level content during the lesson.	
	Meet w/ SPED/ELL to plan differentiation strategies	* Continue to refine small group practices.	
Analyze data from common assessments and make a team plan to re-engage learners.	<input checked="" type="checkbox"/> Identify as a team the students who learned or did not learn yet.	<input checked="" type="checkbox"/> Teachers re-engage students using Tier 2 interventions to address learning needs by standard.	Embracing
	<input checked="" type="checkbox"/> Calibrate scoring of common assessments.	<input checked="" type="checkbox"/> Teachers re-engage students similarly in learning activities in each classroom (Tier 1 interventions and extensions).	Practicing
	<input checked="" type="checkbox"/> Discuss effectiveness of instructional practices using student work from assessments.	<input checked="" type="checkbox"/> Teachers share students across their team during Tier 1 to re-engage learners by targeted learning need.	Attempting
	<input checked="" type="checkbox"/> Complete a data-analysis protocol and document Tier 1 and Tier 2 plans to re-engage students in learning.	* Continue to refine	Beginning
	* Continue to refine.		

Member self scores

4/4

2/2

3/3

4/4

4/4

4/4

4/4

4/4

4/4



Students analyze data and set learning goals.	<input type="checkbox"/> Discuss how to give feedback to students from their assessments for continued learning. <input type="checkbox"/> Develop a protocol or template for students to fix or embrace their errors from the common assessments and identify what they have learned and what they have not learned yet. <input type="checkbox"/> Determine a protocol or template for student goal setting based on their evidence of learning.	<input type="checkbox"/> Students complete their reflection, goal, and tracker using common assessment data and formative feedback. <input type="checkbox"/> Students create a learning plan in each classroom and take action on that plan.	Embracing
			Practicing
			Attempting
			Beginning

"Horizon Goals" for the group and school

Feedback:

Collaborative Goal Setting:

- Continue to refine regrouping/ small group strategies based on CFA mastery
- Meet w/ ELL + SPED teachers to refine differentiation strategies
- Begin learning around Goal #5: students analyze data + set learning goals.

Source: Adapted from Kanold, T. D., Toncheff, M., Larson, M. R., Barnes, B., Kanold-McIntyre, J., & Schuhl, S. (2018). Mathematics coaching and collaboration in a PLC at Work. Bloomington, IN: Solution Tree Press.