

**HRMS 19-20 Collaborative Team Rubric**

<b>Anchor Statement</b>	<b>Beyond Proficient</b>	<b>Proficient</b>	<b>Approaching Proficient</b>
<p>Educators work in collaborative teams and take collective responsibilities for student learning rather than working in isolation</p>	<p>Teams review norms at every meeting, keep agendas and share minutes w/ admin, and meet for more than one hour, weekly. Vertical teams meet at least twice monthly. Teams monitor and report out on progress towards short term goals. Teams and students track and keep data on student learning for each Essential Standard. Teams conduct action research, learn and grow together (via consulting experts, book studies, etc).</p>	<p>Teams set and follow norms, keep agendas and minutes, and meet for at least an hour, weekly. Vertical teams meet once per month. Teams set and work towards short term and long term student learning goals. Teams take collective responsibility for all students. Teams regularly track and keep data on student learning.</p>	<p>Teams have established norms, keep an agenda, and meet for 30 minutes, weekly. Teams set quarterly goals. Teams meet and discuss student behaviors, share ideas, and make plans for most students in need. Teams attempt to track student learning, but it is infrequent. Teachers mainly focus on their own students.</p>
<p>Collaborative teams implement a guaranteed and viable curriculum, unit by unit.</p>	<p>Teams have identified, prioritized, and unpacked Essential Standards into learning targets, written in student friendly language using "I can" statements. Teams follow an agreed upon scope and sequence for each unit and make adjustments based on data and student needs. Teams have created proficiency scales/rubrics for each Essential Standard and</p>	<p>Teams have identified and prioritized Essential Standards for each class. Teams have unpacked the Essential Standards into learning targets and follow an agreed upon scope and sequence for each unit. Teams have created proficiency scales/rubrics for each Essential Standard. Teams reflect and reassess the viability of the Essential Standards each year.</p>	<p>Teams have identified Essential Standards and have established a scope and sequence for each unit. Teams have started to unpack the Essential Standards.</p>

	reflect and reassess the viability of the Essential Standards each semester.		
Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team developed, common formative assessments	Teams have created common formative and summative assessments for each Essential Standard. Teams administer common formative assessments at least twice per unit of instruction. Teams calibrate scoring and look at student work samples together. Teams and students track student progress on each Essential Standard and make that data tracking visible, updating that data frequently during each unit. Students set goals and create a plan for success for each unit. Teams update and improve their assessments frequently based on their reflections.	Teams have created common formative assessments for each Essential Standard and administer those assessments at least once per each unit of instruction. Teams calibrate scoring on these assessments and look at student work together. Teams track student progress on each Essential Standard.	Teams have created common summative assessments and share formative assessments that were created individually. Teams periodically discuss the results of these assessments.
Educators use the results of common assessments to improve individual practice, build the team's capacity to achieve its goals, and intervene and enrich on behalf of students	Teams and students share and analyze data from common assessments, weekly. Teams use the data to place students for weekly targeted intervention or enrichment in Hawk Time and by swapping students during class, bi-weekly. Teams use	Teams share and analyze data from common assessments, weekly. Teams use the data to place students for targeted intervention in Hawk Time. Teams use the data to reflect on practice and share instructional strategies. Re-teaching utilizes	Teachers analyze their own assessment data and discuss the data, focusing on students that need intervention. Teams share students during Hawk Time and discuss ideas on interventions for students that have yet to master the skills. Reteaching utilizes the same lesson as delivered for initial

	<p>the data to reflect on practice and identify instructional strategies that led to higher levels of learning. Re-teaching uses a different strategy or approach than the original instruction and is based on the team data reflection. Teams continually improve the effectiveness of Tier 1 instruction.</p>	<p>instructional strategies that are similar to the original instruction.</p>	<p>instruction.</p>
<p>The school provides a systematic process for intervention and enrichment</p>	<p>Teams use their assessment data to group students by name and need, for targeted intervention or enrichment, during Hawk Time and during class time. Teams have developed enrichment activities for each unit.</p>	<p>Teams use their assessment data to group students for targeted intervention during Hawk Time, based on student need. Intervention does not come at the expense of core instruction.</p>	<p>Teams utilize interventions and systems such as ZAP, grade level meetings, after school study club, and IEP referrals to help students that need extra support.</p>