

PLC TEAM SELF ASSESSMENT AND EVALUATIVE TEAM SUMMARY

Professional Learning Community Team:
Faculty Members:

	Starting Out	Developing	Deepening	Sustaining
Team Norms	Norms not agreed upon OR not reviewed periodically and/or norms not followed during meetings. Limited application of the JIS Collaboration Skills	Norms agreed upon, reviewed a few times, solid attempts made to follow the norms. Developing capacity with the JIS Collaboration Skills	Norms reviewed twice per year, each team member is clear on norms, team has held one another accountable to norms. JIS Collaboration Skills are used and referenced as part of team processes.	Team has followed norms exceptionally well, reviewed periodically, held each other accountable, and could provide leadership for other teams in this area. The JIS Collaboration Skills are explicitly used, sustained, and consistently reflected upon
Essential Learnings	ELs not clear and nor documented, or agreed by the team. Not aligned to assessments nor articulated with the JIS Curriculum	ELs established and used to develop assessments and associated units of study. Drawn directly from the documented JIS Curriculum	ELs are clear, rigorous, and define the core JIS curriculum. Assessments clearly articulated to the ELs and regularly reported	ELs, assessments, and instruction all align to focus teaching and learning. ELS used to communicate and report learning. Team is very clear and tight on the alignment of the ELS, assessments and instruction. ELs used as a reference point to generate professional inquiry and instructional improvement
Common Assessments	No evidence of common assessments	Common assessments developed with a greater emphasis on summative evidence of learning	Common assessments both formative and summative used. Formative assessments are used to diagnose next steps in learning and generate timely, constructive feedback to students.	Common Assessments are part of a balanced assessment plan strongly aligned with the essential learnings Formative evidence is used to intervene for student success. Evidence is transparent and collectively used to generate team professional inquiry
Evidence Informed Dialogue	Limited data is collected and the team seldom uses a collaborative process to analyze and make inferences from the data	Evidence is collected and reviewed. Protocols to effectively draw trends from the data are being developed. The ability to use a variety of data, both qualitative and quantitative is improving. Broad statistical understandings are used to interpret data though key processes of disaggregation and triangulation are not yet fully developed	A variety of evidence is used and collaborative protocols support analysis. The evidence drawn from analysis is verified on occasion and there are processes established to make links between student learning problems and instructional interventions.	A range of evidence is used in a process of collaborative inquiry. Both qualitative and quantitative data is used. The data is disaggregated, and triangulated. Visual representation is used to support data analysis. Learner problems are identified and instructional interventions are drawn from the evidence and supported by research
Goal(s)	No evidence of goals	Goals established, minimal evidence of data relative to goals	Goals clear with qualitative and quantitative evidence to support goal attainment. Focus on growth in student learning	Goals, short and long term with evidence of learning relative to the goal. Team is prepared to report findings at grade, class and individual student levels
Interventions	No evidence of reflecting upon student work and considering interventions	Some evidence of interventions, though systematic tiered responses are not yet developed	Interventions planned according to student needs and implemented in a timely and systematic and targeted processes.	Interventions planned and regular follow up throughout the year. Extension work provided for students who "already know it"
Overall Collaborative Nature of Team	Team struggles with collaboration	Team is collaborating around planning and their learning focus is subsumed by management tasks. Strategies to engage members in interdependent work and deal with conflict is developing	Solid team, sharing work, compromising, collaborating, analyzing work. Team demonstrates a collective responsibility for student learning and show interdependent community traits	High performing team – analyzing student work, sharing ideas, sense of community, strong at dealing with conflict

NOTES and SUMMARY

Strengths:

Looking Ahead:

What will you explore as a PLC when setting goals with your PLC in August?