PLC Team Members	1	5	10
Interdependency	Members want all students to be successful and each member will work his/her hardest in being the best teacher he/she can be independent of others.	Members share PLC managerial duties and exchange instructional ideas freely but find it awkward to hold each other accountable for full participation on the team and/or team norms. Team is more than colleagues, they are friends. Each teacher only takes responsibility for students listed under his/her name.	All PLC members deeply share collective responsibility for the mastery of promise standards for all students found in each of the PLC member's classes. Members can't imagine doing their job without their team. Members profoundly believe that what they can achieve together is greater than what they can achieve alone. Each member comes to meetings prepared and understands he/she are accountable to each other and collectively to the students assigned to their team.
Team Goals	Each PLC member has independent goals. There are no working goals or collective commitments that document the progress of the PLC.	PLC collectively writes goals for student learning, but goals are not time bound and it is difficult to measure the success of each goal.	PLC writes SMART goals with each unit to identify success for student learning and monitors each goal as they work to make changes in instruction to improve instruction. Team has established collective commitments for their PLC.
Promise Standards	PLC has not identified promise standards and learning targets for students to master in the given school year.	PLC has identified promise standards in their content but have a hard time ensuring all students master each. Promise standards are too broad. Learning targets exist but also are broad and vague.	PLC has identified narrow promise standards and aligned learning targets in their content. PLC monitors and ensures every student's mastery of promise standards in the given school year.
CFA's	PLC has had conversations regarding CFAs but uses them sporadically and with limited success.	PLC has created, implemented, and had conversation regarding CFA's for some of the most important standards but do not use data for reteaching or professional growth.	PLC has identified what *below*, *proficient* and *exemplary* are for each standard; have ongoing conversations around CFA's; and have written CFA's that are easily analyzed for regrouping of students. PLC consistently compares data, teacher by teacher, to learn from one another.
Sharing Instructional Strategies	PLCs plan and implement all units in the content. Each member plans for instruction independently without interaction or conversation with others. Student success varies between classrooms. Some students are viewed as *lucky* to have certain teachers.	PLCs plan and implement all units in the content. When a team member is excited about student learning or a new strategy, they share it with their team. Some PLC members, but not all, consistently collaborate around identifying and implementing effective instructional strategies.	After analysis of CFA data, all PLC members engage in conversation about effective instructional strategies that have created the most student learning. All teachers share practices, model for one another, and regroup students to ensure all students are learning.
Interventions	PLC members provide interventions for students found in his/her classroom only.	PLC members work together to provide interventions when students don't learn but systematic tracking of each student, by standard, is missing.	PLC members work together to provide interventions when students don't learn. The PLC systematically charts the progress of each student and responds accordingly when students haven't learned a promise standard or have already mastered a standard with appropriate interventions.

*Adopted for Mike Mattos *Are We a Group or a Team?*