Category	Components	Level of Proficiency			
		Basic	**Developing**	**Proficient**	**Highly Proficient**
Organization of Resources	**Digital Binder Appeal**	■ Not all necessary information present/ organized	■ All necessary information present, but not organized	■ All necessary information is present and organized	■ All necessary information is present and organized ■ Sections are easily identified/accessible
6 Principles of a PLC (Culture of a Collaborative Team)	**Shared mission, vision, values, goals** ■ Common understanding of the school mission and vision ■ Use of SMART goals to track progress	■ Some or most components are missing (SMART goal, values, mission, and/or vision) ■ Components are not present on agenda and/or not reviewed	■ Members do not adhere to the agreed upon values/norms ■ SMART goal is vague	■ Values (norms) & SMART goals are present and organized, but collaborative team mission and vision are not present ■ SMART goals are not being tracked, reflected upon, and/or refined over time ■ Members adhere to the agreed upon values/norms ■ SMART goal is grade level appropriate	■ Mission, vision, values (norms), and SMART goals are present and organized and reviewed at every meeting ■ SMART goals are being tracked (at least bi-weekly) ■ SMART Goals are reflected upon (at least monthly) ■ SMART goals are being refined, if applicable (at least quarterly) ■ Members adhere to the agreed upon values/norms and hold those who do not accountable ■ SMART goal is aligned to essential standards ■ SMART Goals, Mission, Vision, Values are present on an agenda created by the team, which is used to drive each meeting.
	Collective Inquiry ■ Building shared knowledge of societal circumstances "Current Reality" and evidence-based best practices ■ Seek, apply and reflect on new methods of teaching and learning **Action Orientation & Experimentation** ■ Learn implementation of best practices by application & reflection **Commitment to Continued Improvement** ■ Teacher learning, transfer, & taking ownership	■ Strategies are not being shared, discussed, and/or sought out ■ An action plan/ timeline for teacher learning and insights (strategies) to be applied in the classroom is not discussed ■ No evidence of current levels of student learning is shared ■ No evidence of teacher reflection	■ Strategies are being discussed, but are not relevant to either the current standard/unit of study and/or student data ■ Some evidence of current levels of student learning is present ■ Developing strategies and ideas. ■ Action plan/timeline for strategies and ideas is started but not implemented ■ Some evidence of teacher reflection on any implementation of best practice while teaching	■ Strategies are being discussed, and are relevant to either the current standard/unit of study and/or student data ■ Evidence of current levels of student learning is present ■ Developing strategies and ideas to build on strengths ■ Action plan/timeline for implementing the strategies and ideas is created ■ Clear evidence of teacher reflection on any implementation of best practice while teaching & team collaboration while discussion data feedback	■ Strategies are being discussed, and are relevant ■ Historical evidence of current levels of student learning is present ■ Developing strategies and ideas to build on strengths **and** address weaknesses in their learning ■ Action plan/timeline for implementing the strategies and ideas is created & applied ■ Analyzing the impact of the changes to discover what was effective and what was not ■ After reflection, applying the new knowledge in the next cycle of continuous improvement
	Results Orientation ■ Success is based off tangible results ■ Evidence of student learning (student work samples, data, etc.)	■ No evidence of current levels of student learning: ● Brings student work samples, but aren't reviewed ● Not connected to the essential skill/SMART goal	■ Minimal evidence is presented for low, medium and high student learning (CFU/exit ticket) ■ Common data used, but data is not discussed ■Student work samples reviewed, but no plan is created ■ Not connected to the essential skill/SMART goal	■ Some evidence is presented for low, medium and high student learning (CFU/exit ticket) ■ Common data used (no formative assessments) ■Student work samples reviewed, and a plan is created ■ Some connections were made to the essential skill but does not make reference to the SMART Goal.	■ Evidence of current levels of student learning (CFU/exit ticket) ■ Common data is used to inform instructional decisions (including common formatives)-team uses rubric to collect common data ■ Student work samples are reviewed to identify trends and create an action plan ■ Essential skill/SMART goal connection ● add success criteria added into team smart goals

6 Principles of a PLC (Culture of a Collaborative Team)					
	Focus on Learning ■ Teachers work interdependently to achieve a common goal ■ Mutual accountability of achieving the goal ■ 4 critical questions are being discussed (What do we want students to learn? How do we know if our students have learned it? What will we do if students have not learned it? What will we do if our students have learned it?)	■ Lacks equity of voice & shared responsibility ■ No data is being shared and/or discussed	■ Not working together and/or conversation is dominated by one person ■ Lacks accountability (no use of data, agenda, closure, etc)	■ Equity of voice, but lacks roles for shared responsibility ■ Team works together but are not interdependent ■ Members somewhat hold each other accountable through the use of data, an agenda, closure, etc	■ Equity of voice & responsibility through roles ■ Members are interdependent ■ Members hold each other accountable through the use of data, an agenda, closure, etc.
	Focus on Learning Question #1 - What do we want students to learn and be able to do?	■ Teams are not coming to consensus on a standard. ■ No discussion on content goals.	■ Teams are unclear what standard is being addressed ■ Lacks understanding of vertical alignment ■ Content goals are discussed, but not created ■ Provided curriculum is not used/discussed ■ Common misconceptions are not discussed	■ Teams review standard being addressed ■ Some understanding of vertically aligned standards ■ Content goals are created, but not agreed upon ■ General plan is discussed for use of provided curriculum ■ Common misconceptions are discussed without strategies to address them	■ Teams review and deconstruct essential standards ■ Understand vertically aligned standards ■ Content goals are created as a team to address essential standards and skills ■ Provided curriculum is utilized for Tier 1 and 2 instruction ■ Common misconceptions are discussed along with strategies to address them
	Focus on Learning Question #2 - How will we know they have learned it?	■ Not common and not consistent assessments and no success criteria ■ Team only utilize low rigor questions on assessments and one question type ■ No student exemplar is created and/or discussed	■ Sometimes creates and administers common assessments that sometimes aligns with success criteria of the essential standard with no evidence ■ Inconsistent format and rigor levels and limited question types. ■Inconsistent Scoring and inconsistent student exemplar is created/discussed	■ Most of the time the team creates and administers common assessments that mostly aligns to success criteria of the essential standard with evidence from either CFA or CFU Data ■ Format and rigor are consistent most of the time with variety of question types ■ Common scorings, but inconsistent student exemplar is created/discussed	■ Team creates and administers common assessments that align to the success criteria of the essential standard with evidence from CFA and CFU's ■ Consistent format and rigor level across a series of assessments utilizing a variety of question types. ■ Common scoring and student exemplar created
	Focus on Learning Question #3 - What do we do if they don't show mastery? Question #4 - What do we do if they master it?	■ Team has no evidence and understanding of interventions or enrichments and/or high expectations for students ■No students are included in interventions and/or enrichments ■ No evidence of differentiation ■ No planning for students who have shown mastery and those who have not ■	■ Team understands what intervention, enrichment are, and/or high expectations for some students ■ Some students are included in interventions and/or enrichments ■ Teachers differentiate, but it is inconsistent with trends in data and progress monitoring. ■ Inconsistent planning for students who have shown mastery and those who have not without executing plans created	■ There is some evidence of intervention, enrichment, and/or high expectations for all students ■ Most students are included in interventions and/or enrichments ■ Teachers differentiate, but it is consistent with trends in data and progress monitoring. ■ Planning for students who have shown mastery and those who have not	■ There is consistent evidence of intervention, enrichment, and high expectations for all students ■All eligible students are included in interventions and/or enrichments ■ Teachers differentiate based on trends in data and progress monitoring ■ Purposeful planning for students who have shown mastery and those who have not

Date	Observer	Feedback
8/18	Armstrong	**Reinforcements:** ● Agenda orderly & used to drive the discussion, SMART goal reviewed ● Data analyzed and team members were able to articulate the concern and the cause for the results of the assessment (ie 2 part questions etc) ● Student need focused and used to populate the data protocol ● Next steps and strategies were discussed on math assessment to determine needs and levels within needs (ie right answer but wrong support drawing etc) ● Equity of voice is strong and all members are comfortable sharing and asking for clarification ● Evidence of discussions for interventions and extensions and actions for student who are in these levels to engage in ● Appropriate use of documents and resources to facilitate discussion **Refinements:** ● Continue to bring and use student work samples as can a useful and meaningful data point for your discussion to inform your instruction and student learning ● Is the team crystal clear with regard to your next steps based on discussion? - have you considered as a final agenda item, the team shares what their take-aways are in respect to what the members are committing to putting into their classroom instruction? This may be a good way of ensuring that all members are committing to be on the same page.

9.7	Herrera	**Reinforcement:**
		● Team developing CFA's Math and ELA
		   ○ Using the curriculum and standard to drive the decision in what questions to select
		● Asking each other what do they of each questions to provide their thoughts and understanding
		   ○ Making the connections to what type of questions they are asking in the curriculum to that of the CFA
		● Conversation around how to take the test different options
		Refinement:
		● When building your CFA's make sure you are also using your unwrapping document as well to check for alignment to standard, to rigor, to what was taught in class.

10/27	Mr. Atuahene	**Reinforcement:** ● Used Illuminate reports ● Cascaded new learning from professional learning ● DOK resource used and applied with discussions and planning ● Team looks at common data ● Developed strategies to best meet the needs of students ● Disciplines of PLC observed: critical thinking, feedback, creativity, collaboration, focus and grace **Refinement:** ● What does viewing student work look like?
1.12.22	Herrera	**Reinforcement:** ● Brought student work ● Looked at student work ● Used frequency report when looking at their data ● Looking at DOK ● Talking about student misconceptions and place value **Refinements:** ● Look at your smart goal and check your progress in where you are wanting all students by the end of the year (ALL students) ● When looking at student work Sort them into different piles as a whole group and discuss work within those groups

2/9	Mr. Atuahene	Reinforcement: ● Review of the assessment and analysis of the questions - (What did you notice about students who struggled?) ● Timed for pacing ● Equity of voice - all members shared at depth ● Norms evident and roles clear ● Data protocol used to facilitate discussions - what students need to learn, have students learned it and interventions and extensions ● Discussions drilled down to students ● Data highlighted in order to differentiate and communicate what students are capable of ● Strategies used in class shared with the team ● Interdependence ● Safe space for team to share ● Team reviewed collective commitments for what they will do after the session Refinement: ● It is time for the team to make the data analysis protocol their own to enhance their work ● What resources do you bring to your PLC to help facilitate discussions ● Be creative during PLC and try looking at a specific performance bands to dig deeper - minimally proficient, partially proficient, proficient and highly proficient and bring the necessary documents to facilitate the discussions - Illuminate reports, Fastbridge data, student work (can bring 3 samples to look at) ● How often do you refer and discuss your goal and have you reviewed your Norms to see if they are still effective for the functioning of the team ○ We refer and discuss our goals monthly. Yes, we have reviewed our norms and feel that they are still effective for the functioning of the team.

4.6.22	Herrera	Reinforcements:
		● Diving deeper into interim data by standard
		● Breaking down each standard into questions with in each standard to identify the students needs
		● Not only looking at proficiency level of the whole interim but proficiency per standard assessed within the interim
		● Spending the time to dive deeper to identify the students needs before end of the year assessments
		● Agenda created followed
		● Data Protocol created and used to plug and chug data
		Refinements:
		● In looking at the numbers pieces how are you engaging in a conversation around wills and targeting that need to help create success with the skill.
		    ○ We have had many discussions around wills. We have a few students, who we know are capable but aren't performing. We have tried putting them with different teachers, small groups, and having conversations with them but they still are struggling. They still do not seem to care. We will continue to work with those particular students to try and pinpoint where their area of need may be.
		● How are you connecting with 4th to see what foundations skills the students need to come to 4th grade with to help target the data conversations
		    ○ We haven't connected with 4th grade YET but we will make sure to speak with them asap so we can make sure we are preparing our students for 4th. Going forward we will make it a priority to speak with 4th early on in the year as well.