The beginning of our PLC culture shift reshaped the role of our principals. Gone are the days of the "principal" leading the building, instead, the principal now leads the school's guiding coalition and the guiding coalition leads our schools. To ensure a successful transition of school leadership, we developed a Guiding Coalition Leadership Efficacy Analysis as a tool to monitor the collective leader efficacy of the local school guiding coalition. This analysis provides insight into leadership, learning, collaboration, and results.

Through this anonymous process, the principal and guiding coalition members receive valuable feedback to strengthen their role in the PLC culture shift. The results of the analysis provide critical information to assist the guiding coalition in determining which parts of the PLC process are embedded, compliant, or not evident in the school's culture. With this information, the guiding coalition creates an action plan to implement the necessary steps to progress from *not evident* to *compliant* or *compliant* to *embedded in our culture*.

Guiding Coalition Leadership Efficacy Analysis

Instructions: Circle one rating for each row. If your score is less than a 3, record your next steps to improve your rating.

Rating Key

1 = Not Evident
2 = Compliant (Meeting the Minimum Requirements)
3 = Embedded in Our Culture

LEADERSHIP

Your Rating			Key Indicator	Next Steps
1	2	3	**L1. Building Collective Teacher Efficacy** There is a shared belief by our Guiding Coalition members that we have the skills and empowerment to positively impact collaborative teams.	
1	2	3	**L2. Supporting the PLC Culture** Our Guiding Coalition is the catalyst for the PLC process. We have a mission, vision, and collective commitments that drive our work. The Guiding Coalition strives to reach consensus by incorporating the "Genius of And".	
1	2	3	**L3. All Members of the Guiding Coalition are "Willing and Able"** The members of our Guiding Coalition have a passion for the PLC work and the skill set to implement the "right work".	
1	2	3	**L4. Guiding Coalition holds accountable Resistors and Doubters** There is a process in place for members of the Guiding Coalition to address and hold accountable staff members who are resistors or doubters of the PLC process.	
1	2	3	**L5. Clarity of Loose & Tight PLC Expectations** The members of the Guiding Coalition know the five "tight" PLC characteristics and understand how to use the "loose" characteristics to build collective teacher efficacy.	
1	2	3	**L6. Monitoring the PLC Process** The Guiding Coalition fosters a culture that has a clear monitoring plan to determine which collaborative teams are functioning at a high level and which collaborative teams need assistance in learning, collaboration, and/or results.	
1	2	3	**L7. Celebrating the Right Work** The Guiding Coalition recognizes staff for the "right work" in learning, collaboration, and/or results.	

Guiding Coalition Leadership Efficacy Analysis

Instructions: Circle one rating for each row. If your score is less than a 3, record your next steps to improve your rating.

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Your Rating			Key Indicator	Next Steps
1	2	3	**_FL1. Implementation and Monitoring of the Teaching Assessing Cycle_** All collaborative teams use the Teaching Assessing Cycle as the unit plan for all essential standards. Collaborative teams: • Screen for prior skills • Use common formative assessments • Utilize response days for prevention or extension • Give common summative assessment • Common summative assessment proficiency data to assign students to Tier 2 interventions	
1	2	3	**FL2. Identification of Essential Standards** Collaborative teams have identified all essential standards for the subject/course using the "REAL" method. The identified essential standards <u>do not</u> exceed 1/3 of the state standards.	
1	2	3	**FL3. Identification of Learning Targets** Collaborative teams have identified all learning targets through deconstruction of the essential standards. All learning targets have been identified as knowledge, reasoning, skills, or products.	
1	2	3	**FL4. Instructional Rigor aligns with State Proficiency Levels** There is evidence students are exposed to quality rigorous tasks which allows them to: • Problem solve and communicate effectively both orally and through writing • Analyze and evaluate information • Show understanding through choice	
1	2	3	**FL5. Evidence of extended learning for proficient students** Students who show proficiency on the common formative and/or common summative assessments have identified learning targets which allow them to extend their learning in the essential standard.	

FOCUS ON LEARNING

Guiding Coalition Leadership Efficacy Analysis

Instructions: Circle one rating for each row. If your score is less than a 3, record your next steps to improve your rating.

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Your Rating			Key Indicator	Next Steps
1	2	3	**C1. High Functioning Collaborative Teams** Our teacher collaborative teams are high functioning because of the following: • Facilitator • Established team roles • Established norms • S.M.A.R.T. Goals based on students' needs • Agendas for the next meeting • We work interdependently while committing to teaching every student through the collaborative process • Teachers use student data to adjust student instruction and to improve teaching practices.	
1	2	3	**C2. Guaranteed and Viable Curriculum** All collaborative team members believe all students can learn the essential standards and commit to a "guaranteed and viable" curriculum for <u>ALL</u> students.	
1	2	3	**C3. dentification and Monitoring of S.M.A.R.T Goals** All collaborative teams use S.M.A.R.T. goals to focus on the results of their students. The goals are monitored and used to set the direction for teachers to improve student achievement in a targeted area.	
1	2	3	**C4. Understanding 1-5-10 Teams Characteristics** All collaborative teams understand the characteristics of a 1 Team, 5 Team, and 10 Team as described by Mike Mattos. All collaborative teams are monitored to ensure progress is made toward becoming a 10 Team.	
1	2	3	**C5. Identification of Future "A" Teams** The Guiding Coalition actively seeks to identify collaborative teams who meet the 10 Team characteristics and who deserve "A" Team system consideration.	
1	2	3	**C6. Support of Future "A" Teams** The Guiding Coalition provides support and professional development for all collaborative teams to continue progressing to meet the standards of an "A" Team.	

COLLABORATION

Guiding Coalition Leadership Efficacy Analysis

Instructions: Circle one rating for each row. If your score is less than a 3, record your next steps to improve your rating.

Rating Key

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Your Rating			Key Indicator	Next Steps
1	2	3	**RO1. Use of data to define the greatest area of need and immediate feedback for real-time instruction** Collaborative teams use multiple common formative assessments to identify specific prevention or extension by learning targets for individual students.	
1	2	3	**RO2. Creation and Implementation of Common Summative Assessments utilizing Backward Design** Once learning targets are established, collaborative teams create a common summative assessment before determining instructional practices and pacing. Collaborative teams use the "Design in Five" Complexity Ladder or similar model to ensure rigor and relevance for each learning target.	
1	2	3	**RO3. Common Formative Assessments Rigor and Relevance** Creation and Implementation of Common Formative Assessments are in line with the common summative assessments to ensure rigor and relevance.	
1	2	3	**RO4. Response to Intervention Identification of TIER 2 and TIER 3** Collaborative teams use a Common Summative Assessment to identify Tier 2 students who did not meet proficiency. Guiding Coalition uses a universal screener and diagnostic assessments to identify students for Tier 3 remediation.	
1	2	3	**RO5. Guiding Coalition addresses "Will" Students within TIER 2** The Guiding Coalition has established a school-wide team of experts to work with Tier 2 students who are not proficient on the CSA due to a "will" issue.	
1	2	3	**RO6. School Intervention Team addressees TIER 3 Students** The Guiding Coalition has established a school-wide team of experts to work with Tier 3 students.	
1	2	3	**RO7. Response to Intervention Success** The Guiding Coalition and School Intervention Team regularly monitor RTI data to measure the success of the Tier 2 and Tier 3 RTI programs. Data includes percent of students entering Tier 2 (<10%) and Tier 3 (<3%) and the percent of students exiting Tier 2 and Tier 3.	

RESULTS ORIENTED