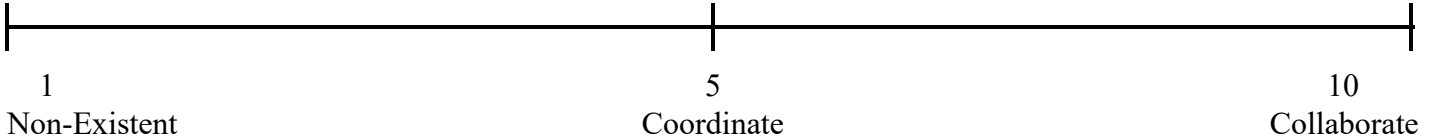


# Common Course Team Reflection and Goal-Setting Form

**Common Course** \_\_\_\_\_ **Team Members** \_\_\_\_\_

As a team, reflect on your practice and “force rank” your team on the five categories below. Remember, no in-between rankings!



<b>Team Score</b>	
<p>_____</p>	<p>1. What do we want students to know and be able to do?</p> <ul style="list-style-type: none"> <li>a. We are clear on the essential learnings of our course in general, as well as the essential learnings of each unit.</li> <li>b. The essential learnings are aligned with state and district standards and the high-stakes exams required of our students.</li> <li>c. We have agreed on how to best sequence the content of the course and have established pacing guides.</li> </ul>
<p>_____</p>	<p>2. How will we know if students have learned?</p> <ul style="list-style-type: none"> <li>a. We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.</li> <li>b. We have developed frequent common formative assessments that help us determine each student’s mastery of essential learnings.</li> <li>c. We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.</li> <li>d. We have developed common summative assessments that help us assess the strengths and weaknesses of our program.</li> <li>e. We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency. We have taught students the criteria that we have agreed to use.</li> </ul>
<p>_____</p>	<p>3. How will we respond when students haven’t learned?</p> <ul style="list-style-type: none"> <li>a. We use the results of our common assessments to identify students who need additional time and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.</li> <li>b. We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.</li> </ul>
<p>_____</p>	<p>4. How will we respond when students show they have already learned?</p> <ul style="list-style-type: none"> <li>a. We use the results of our common assessments to identify students who need extension and enrichment to go deeper with essential learnings, and we work within the systems and processes of the school to ensure they receive that support.</li> <li>b. We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.</li> </ul>

<hr/>	<p>5. How will we ensure that our team is focused on the “right work”?</p> <ul style="list-style-type: none"><li>a. We have identified team norms and protocols to guide us in working together.</li><li>b. We have analyzed achievement and/or growth data and have established goals that we are working interdependently to achieve.</li><li>c. We evaluate our adherence to and effectiveness of our team norms at least twice each year.</li></ul>
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Based on your team assessment of these five areas of the PLC process, collectively establish two goals below.

**Goal #1: Process Goal**

Where do you want to focus your energy to improve your team’s efficacy in the PLC process?

**Goal #2: Learning Evidence/Product Goal**

What data/collective results will you use to assess your effectiveness?