



HEMS PLC Inventory



Subject/Grade Level: _____ Team Member: _____ Date: _____

What do we want students to know and be able to do?

How will they and we know when they have learned

What will we do if they don't learn it?

What will we do if they already know it?

1 2 3 4 5 6 7 8 9 10
Not true of our team - Yet! Our team is addressing this (It is on our agendas) True of our team (We have evidence of the products)

1. ____ We have identified team norms to guide us in becoming more interdependent. They are written and formally team-evaluated at least twice per year.
2. ____ Our team follows a written agenda each time we meet, and we are always focused on at least one of the four circles at the top of this page, otherwise, we don't call it a PLC meeting.
3. ____ Each member of the team is clear on the PLC-determined essentials for the unit of instruction. We have identified course content we can eliminate and "nice to know" material, so we can devote more time to the essential curriculum.
4. ____ We have analyzed student achievement data and established SMART goals to improve upon this level of achievement. We work interdependently to attain those goals.
5. ____ From the essentials, we have developed frequent common formative assessments to help us determine each student's mastery of essential learning. Assessments are given at the same time.
6. ____ We establish a common understanding of student proficiency to ensure inner-rater reliability by scoring several common assessments within our PLC and also by using a pre-established common rubric. Students are clear on the success criteria, because we have provided examples.
7. ____ We compare common assessment results, student-by-student, skill-by-skill, from each assessment to evaluate the effectiveness of instruction, and we alter our practice from our learning.
8. ____ We use the results of our common assessments to create an action plan to identify and assist students who need additional time and support to master the essentials. We work within the systems and processes of the school to ensure and document they receive appropriate support.
9. ____ When the interventions are final, we document our learning to improve for next year.
10. ____ On a yearly basis, we use summative assessment data, such as SBAC or common summative tasks, to assess strengths and weaknesses of our program and we make needed changes.

Total Points: ____ Our PLC will focus on _____ for future improvement.