

Fossil Ridge Intermediate School
PLC Team Success Criteria and Collective Commitments

Team _____ Date _____ Score _____

Collective Commitment	Below Proficient 1PT	Proficient 2PTS	Beyond Proficient 3PTS
1. Educators work in Collaborative Teams rather than in isolation, <u>and</u> take collective responsibility for student learning.	Sporadic PLC Team Collaboration Meetings once per week. Loose or no collective commitments (norms). Teachers work together on topics of mutual interest and share some ideas, materials, and resources.	Weekly formal PLC Team Collaboration Meetings. <u>and</u> Team has created collective commitments (norms) to drive the work. <u>and</u> Teachers work together on topics of mutual interest and share some ideas, materials, and resources to improve instructional practice.	Weekly formal and informal PLC Team Collaboration Meetings. <u>and</u> Team has created collective commitments (norms) to drive the work. <u>and</u> Team utilizes commitments, materials, ideas, resources, and goals to work together to improve instructional practice <u>and</u> student learning.
2. Teams come to consensus and implement a Guaranteed & Viable Curriculum, including specific Learning Targets, and Scope and Sequence (Pacing Guide).	No Team GVCs and LTs exist. Teachers deliver lessons based on what they know best, like the most, have materials for, or what is in the textbook. Teachers move at their own pace.	Teacher teams prioritize and unwrap state standards, identify learning targets, and follow district or state created Scope and Sequence. Most GVCs and LTs have been developed, taught, and assessed by Team Members.	ALL GVCs and LTs have been developed by the team, <u>and</u> taught and assessed by each Team Member using a team created Scope and Sequence.
3. Teams frequently monitor student learning through an ongoing assessment process that includes frequent, team created Common Formative Assessments.	Very few CFAs linked to the GVCs and LTs... Most assessments are created and given by individual teachers.	Teacher Teams share the responsibility for creating CFAs. <u>and</u> Most assessments are common, and are linked to GVCs and LTs.	CFAs are created and used by each Team Member to assess student learning, <u>and</u> are linked to ALL GVCs and LTs.
4. Teams use a systematic process for Tier II and Tier III Interventions and Extensions... REACH	Individual Teachers establish Tier I classroom Interventions and Extensions.	Teacher Teams use CFA data to provide targeted Tier II and Tier III interventions to support individual student learning.	Teacher Teams use CFA data to systematically identify individual students who need Interventions <u>and</u> Extensions

Collective Commitment	Below Proficient 1PT	Proficient 2PTS	Beyond Proficient 3PTS
5.Teams use the results of CFAs, Interventions, and Extensions to improve individual and collective instructional practice.	Teacher Teams review summative and formative assessment results to monitor student progress.	Teacher Teams analyze the results of common summative and formative assessments, <u>and</u> REACH Interventions to improve student learning.	Teacher Teams analyze the results of common summative and formative assessments, <u>and</u> REACH Interventions and Extensions to improve student learning, <u>and</u> instructional practice.

Collective Commitments

Teams/Teachers, please write your Collective Commitments as “I Will” or “We Will” statements. Your Collective Commitments (norms) will drive your work as a Collaborative Team, support your team goals, and support the overall purpose at Fossil Ridge...***All Students Learning at High Levels...***

Commitment #1

Commitment #2

Commitment #3

Commitment #4

Commitment #5

Commitment #6

Team _____ Learning Process

<p><u>What's Working</u></p>	<p><u>Challenges/Concerns</u></p>
<p><u>Our Next Steps</u></p>	<p><u>Support Needed</u></p>