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| Anchor Statements | Beyond Proficient/10 *Improving Learning & Professional Practice* | Proficient/5 | Below Proficient/1 |
| Educators work in collaborative teams and take collective responsibilities for student learning rather than working in isolation. |  |  |  |
| Collaborative teams implement a guaranteed and viable curriculum, unit by unit. |  |  |  |
| Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed, common formative assessments. |  |  |  |
| Educators use the results of common assessments to improve individual practice, build the team’s capacity, to achieve its goals, and intervene and enrich on behalf of students. |  |  |  |
| The school provides a systematic process for intervention and enrichment. |  |  |  |

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| Anchor Statements | Beyond Proficient/10 | Proficient/5 | Below Proficient/1 |
| Educators work in collaborative teams and take collective responsibilities for student learning rather than working in isolation. | Teachers meet weekly in collaborative teams for a minimum of **60 minutes** **during the regular school day.** They **utilize** norms, goals, and protocols and **work interdependently** **to improve their practice and enhance student learning.** | Teachers meet weekly in collaborative teams for a minimum of **45 minutes during the regular school day.** They **write** norms and goals, and **participate in common planning to improve student learning**. | Teachers meet weekly in collaborative teams for a minimum of **45 minutes per week outside the regular school day**. They **work together on topics of mutual interest and share ideas, materials, and resources.** |
| Collaborative teams implement a guaranteed and viable curriculum, unit by unit. | **Teams** prioritize and unwrap standards, identify learning targets, **write *I can* statements, create common pacing guides, and commit to teach – rather than cover – the curriculum.** | Teacher teams prioritize and unwrap standards, identify learning targets, **and follow pacing guides created by the district or publisher.** | Teachers **deliver lessons based on what they know the best, like the most, have materials for, or what is included in the textbooks.** |
| Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed, common formative assessments. | Teacher teams **work collaboratively** to **create valid and reliable common formative and summative assessments** they **administer every few weeks throughout the school year**. | Teacher teams **share the responsibility** for creating **common formative and summative assessments** they **administer on a regular basis throughout the school year.** | Teacher teams **rotate the responsibility** for creating **common summative assessments** they administer **periodically throughout the school year.** |
| Educators use the results of common assessments to improve individual practice, build the team’s capacity, to achieve its goals, and intervene and enrich on behalf of students. | Teacher teams analyze common formative and summative assessment results to identify which students need more time and support **and which instructional strategies they should retain, refine or replace.** | Teacher teams analyze common formative and summative assessments results to identify which students need more time and support | Teacher teams **review summative assessment results to monitor student progress or generate grades.** |
| The school provides a systematic process for intervention and enrichment. | Teacher teams provide students with **enrichment** and remedial support as well as targeted and timely interventions that are systematic, practical, effective, essential and directive, **without missing direct instruction/essentials in another core subject.** | Teacher teams provide students with **remedial support as well as targeted interventions that are systematic, practical, effective, essential and directive.** | Teacher teams provide students with **opportunities** to **receive additional remedial support.** |