

Unified Vision of Collaborative Teaming

Anchor Statements	Model PLC at Work	Beyond Proficient	Proficient	Below Proficient
<p>Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.</p>	<p>Teachers meet weekly in collaborative teams for a minimum of 45-60 minutes during the regular school day. They utilize an agenda, norms, goals, and protocols and work interdependently to improve their practice. They enhance student learning outcomes by using evidence of learning to guide team decisions. Teams identify practices that create effectiveness and productivity. Mutual accountability is practiced and roles are determined based on strengths of team members. Administrators and district staff support the collaborative culture of teams and vertically align learning expectations.</p>	<p>Teachers meet weekly in collaborative teams for a minimum of 45-60 minutes during the regular school day. They utilize an agenda, norms, goals, and protocols and work interdependently to improve their practice and enhance student learning outcomes based on data. Administrators and district staff support the collaborative culture of teams.</p>	<p>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. Administrators support the collaborative culture of teams.</p>	<p>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.</p>

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<p>Collaborative teams implement a guaranteed and viable curriculum, unit by unit.</p>	<p>Teams prioritize and unpack standards, identify essential learning targets, write I CAN statements based on a DOK progression, create common pacing guides, and commit to teach—rather than cover—the curriculum.</p> <p>Teams review essential vertical standards to understand prerequisite skills and future learning expectations. Student mastery is the focus and DOK levels assist in instructional design.</p> <p>Administrators and district staff support the collaborative culture of teams and vertically align learning expectations.</p>	<p>Teams prioritize and unpack standards, identify learning targets, write I CAN statements, create common pacing guides, and commit to teach—rather than cover—the curriculum.</p> <p>Teams review prerequisite skills from the previous grade level.</p> <p>Administrators and district staff support the collaborative culture of teams.</p>	<p>Teams prioritize and unpack standards, identify learning targets, and follow pacing guides created by the district or the publisher.</p> <p>Administrators support the collaborative culture of teams.</p>	<p>Teachers deliver lessons based on what they know the best, like the most, have materials for, or what is included in the textbooks.</p>

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Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team developed, common formative assessments.	<p>Teams engage in collective inquiry and work collaboratively to create valid and reliable common formative and summative assessments they administer every few weeks throughout the school year, using data to guide decisions. .</p> <p>CFA's are developed by the team prior to the start of the unit. Curriculum, instruction, and assessment are aligned based on essential standards and appropriate levels of thinking required for students to demonstrate mastery. Students demonstrate agency by monitoring their own learning goals.</p> <p>Administrators and district staff support the collaborative culture of teams and ensure data transparency.</p>	<p>Teams engage in collective inquiry and work collaboratively to create valid and reliable common formative and summative assessments they administer every few weeks throughout the school year, using data to guide decisions.</p> <p>CFA's are developed by the team prior to the start of the unit.</p> <p>Curriculum, instruction, and assessment are aligned based on essential standards.</p> <p>Administrators and district staff support the collaborative culture of teams and ensure data transparency.</p>	<p>Teams share the responsibility for creating common formative and summative assessments they administer on a regular basis throughout the school year.</p> <p>Administrators support the collaborative culture of teams.</p>	<p>Teachers rotate the responsibility for creating common summative assessments they administer periodically throughout the school year.</p>

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<p>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.</p>	<p>Teams analyze common formative and summative assessment results to identify which students need more time and support in the classroom (Tier 2) and which instructional strategies they should retain, refine, or replace. Student performance data informs teaching practices. Teams engage in assessment item analysis to determine reteaching opportunities and flexible grouping. Data informs intervention and extension - by student, by standard. Administrators and district staff support the collaborative culture of teams and monitor progress towards attaining goals.</p>	<p>Teams analyze common formative and summative assessment results to identify which students need more time and support in the classroom (Tier 2) and which instructional strategies they should retain, refine, or replace. Student performance data informs teaching practices. Teams engage in assessment item analysis. Administrators and district staff support the collaborative culture of teams and monitor progress towards attaining goals.</p>	<p>Teams analyze the results of common formative and summative assessments to identify which students need more time and support. Administrators support the collaborative culture of teams.</p>	<p>Teachers review summative assessment results to monitor student progress or generate grades.</p>

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<p>The school provides a systematic process for intervention and enrichment.</p>	<p>Teams provide students with specific extension and enrichment, as well as targeted and timely interventions that are systematic, practical, effective, essential, and directive, without missing direct instruction in another core subject. Teams reflect on student performance data to refine plans for intervention and extension. Students are provided clarity, feedback, and support related to expected learning outcomes to build agency aligned to personal goals. Administrators and district staff support the collaborative culture of teams and help design systematic campus processes.</p>	<p>Teams provide students with extension/enrichment and targeted and timely interventions that are systematic, practical, effective, essential, and directive, without missing direct instruction in another core subject. Teams reflect on student performance data to refine plans for intervention and extension. Administrators and district staff support the collaborative culture of teams and help design systematic campus processes.</p>	<p>Teams provide students extension/enrichment and targeted interventions that are systematic, practical, effective, essential, and directive. Administrators support the collaborative culture of teams.</p>	<p>Teachers provide students with opportunities to receive additional support.</p>