

PLC Check Point - Level 1

Becoming a High Performing Team

PLC Team Name: _____ Date: _____

SMART Goal: _____

Prerequisites for Progression: Attach the following documents to this page and give to your administrator for feedback.

- **Team Norms** – committed to by all members
- **SMART Goal** – developed and committed to by all members
- **PLC Check Point Rubric – Level 1** (next page)

Commitment to the Team: Sign below indicating the following statement is true.

“I have contributed, collaborated and committed to the decisions, documents and actions represented at this Check Point.”

Member Signatures: _____

Becoming a High Performing Team

PLC Progression Level 1 - Reflection Rubric

PLC Team: _____

Date: _____

Directions: 1) *Reflect:* indicate where your PLC Team is on the journey toward becoming a high performing team
 2) *Evidence:* list evidence in bottom row supporting the rating you gave your team

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
<p>Indicator 1: Collaboration</p> <p>We are an organized and collaborative team that works interdependently to achieve common goals that directly impact student achievement.</p> <ul style="list-style-type: none"> • Collaboration time is embedded in our practice • We have time to collaborate • We are clear on critical questions driving collaboration • Work is monitored/supported 	<p>Teachers on the team work in isolation with little awareness of the strategies and methods of their colleagues</p> <p>Teachers aren't in collaborative teams</p>	<p>Teachers are encouraged but not required to work together</p> <p>Teachers may be congenial but are not co-laboring to improve student achievement</p>	<p>Teachers have been assigned to teams</p> <p>Teachers have been given collaboration time during the day</p> <p>Teams may be unclear how to use time</p> <p>Topics of discussion often focus on matters unrelated to teaching and learning</p> <p>Some teachers may believe team meetings are not productive</p>	<p>Teacher teams have weekly collaboration time built into their working time</p> <p>Guidelines are established to help foster collaboration that will have a positive impact on student achievement</p> <p>Work of teams is closely monitored</p> <p>Frequent feedback from administration</p> <p>Teams work interdependently to discover better ways to achieve goals</p>	<p>The collaborative process is deeply engrained in the team culture</p> <p>The consistent focus of the team is on issues that are most significant to improving student achievement</p> <p>Team members are willing to learn from one another and engage in action research.</p> <p>Team members are willing to make judgements about effective practice</p> <p>Team process directly impacts classroom practice with teachers helping clarify what to teach, how to assess anyhow to improve instruction</p>
<p>Indicator 2: Commitments</p> <p>We have identified and honor the commitments we have made to the members of our team. These commitments (norms) have clarified how we operate and how we will address problems that arise</p>	<p>No attention has been paid to establishing team commitments (norms)</p> <p>Team behavior is based on personalities and not collective commitments</p>	<p>Teams have been encouraged to create norms by leadership</p> <p>Recommended norms & process have been shared</p> <p>Norms are stated but may not be committed to by the team</p>	<p>Teams have been required to develop written norms that clarify expected commitments</p> <p>Team members have viewed this as simply a task to be completed</p> <p>Norms written but not used as a part of the collaboration process</p>	<p>Teams have established collective commitments that guide their work</p> <p>Members agree to and honor the commitments</p> <p>Commitments are stated in terms of behaviors</p> <p>Meetings begin and end with a review of the commitments</p> <p>Team assesses and revises commitments regularly</p>	<p>Members honor collective commitments</p> <p>Commitments have fosters an atmosphere of trust and respect</p> <p>Members work interdependently to achieve common goals</p> <p>Commitments facilitate collective inquiry and help members explore assumptions and practice</p> <p>Violations of commitments are addressed</p> <p>Commitments foster deep collaboration</p>
<p>Evidence of Rating:</p>					