

PLC Check Point – Level 2

A Guaranteed & Viable Curriculum

PLC Team Name: _____

SMART Goal: _____

Prerequisites for Progression:

- **Curriculum Map** – developed and followed by all members
- **Essential Learning Target Chart** – complete columns 1-3 for each unit
- **PLC Check Point Rubric – Level 2** (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: _____

Guaranteed and Viable Curriculum

PLC Check Point Rubric - Level 2

PLC Team: _____

Date: _____

Directions: 1) *Reflect:* indicate where your team is on the journey toward developing a guaranteed curriculum for all students
 2) *Evidence:* list evidence in bottom row supporting the rating you gave your team

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
Indicator 1: Collective Inquiry	Teachers have a copy of state, provincial and national standards Teachers have a copy of the district curriculum guide for each course No process are expectation for discussing curriculum with colleagues	Teachers helped develop or give feedback regarding district curriculum Those involved in development feel it is a useful document Those not involved in development may not use the guide	Teachers work in collaborative teams to clarify essential learning standards for each unit. Teams develop common pacing guide Some members may question benefit of the team's work Some teachers may be reluctant to give up favorite units that don't align to team priorities	Teachers have clarified essential learning standards for each unit Teachers build shared knowledge regarding standards by studying Regent's exams Teams seek input regarding prerequisites for student success in the next course They begin to adjust curriculum, pacing and instruction based on evidence of student learning	All teachers are confident that the team has established a guaranteed and viable curriculum for all students Clarity regarding the knowledge and skills students must acquire as a result of each unit give every student access to the essential learning The team has made a commitment to ensure that every student is provided with instruction and support to achieve intended outcomes.
Indicator 2: Clarity of Expectations	Little or no effort to establish a common curriculum for students Teachers are free to determine what they teach Teachers are free to determine how long they will spend each unit	Teams created a curriculum map that align district & state standards Most teachers helped develop curriculum map Each member has a copy map No process exists to determine whether curriculum is taught	All teachers have helped develop curriculum map Teachers work collaboratively to review state standards and district curriculum guides A formal process exists to clarify and prioritize standards, but may not be taken seriously	Teams have clarified the meaning of the standards Pacing guides have been established to guide length of time allocated to essential content and/or skills Effective, research based strategies for teaching the content have been identified	Teachers have built shared knowledge regarding standards and curriculum Essential learning standards have been prioritized and committed to for each unit of instruction Effective, research based strategies for teaching are consistently implemented Criteria has been agreed upon for judging the quality of student work Team demonstrates a high level of commitment to the process
Evidence of Rating:					