

PLC Check Point – Level 4

Data Analysis

PLC Team Name: _____

SMART Goal: _____

Prerequisites for Progression:

- **Student Data** – chart or graph identifying individual student proficiency results on the essential learning targets
- **Teacher Data** – chart or graph identifying strengths and growth areas based on the learning targets
- **Essential Learning Target Chart** – complete the fifth column of the chart, adding strategies used by teacher with the best results
- **PLC Check Point Rubric – Level 4** (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: _____

Data Driven Analysis

PLC Check Point Rubric - Level 4

PLC Team: _____

Date: _____

Directions: 1) *Reflect:* indicate where your team is on the journey toward becoming effective using data to drive improvement
 2) *Evidence:* list evidence in bottom row supporting the rating you gave your team

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
Indicator 1: Focusing on Results	There are no processes to use results as a tool for improvement Teachers fall into predictable patterns: teach, test, move on No time provided for collaboration Teachers work in isolation	Some structures are in place for optional collaboration, but it is not required Topics of discussion tend to focus on matters other than instruction and learning Data is analyzed by administration, but not usually by teachers	Time is provided periodically during a staff meeting to collaborate Teachers are asked to analyze data, but the process is not clearly articulated Some teachers value data analysis, but most feel it is a waste of time	Time is provided during school for collaboration Guidelines are established to ensure staff members use collaboration time to focus on assessment data Teams identify areas of concern & areas for collective improvement Assessments used to identify students needing additional support	Ongoing analysis of results is viewed as a critical element of professional practice by the team Teachers use results to identify strengths and weaknesses in individual practice Data is used to directly impact and improve the quality of classroom instruction and lesson planning SMART goals drive collaboration process Individual students are identified and the team plans a collaborative response
Indicator 2: Monitoring Progress	Each teacher creates their own assessments to monitor students Assessments are summative rather than formative Teachers do not know if they teach a topic better or worse than other colleagues	District has created benchmark assessments that are administered several times a year Teachers pay little attention to the results of benchmarks Teachers may not be able to explain the purpose of benchmark assessments	Teams develop common assessments At times some teachers circumvent the team's collaborative process Some members may want to use tests from a book rather than team made assessments Some might question others ability to develop good assessments	Teams have created a series of common assessments and agree on standard for proficiency Results of assessments are user-friendly and provide evidence student learning Evidence is used to improve assessments and develop more effective instructional strategies.	Teams gather evidence of student learning regularly through common assessments Analysis of results drives the continuous improvement process of the school, as data from assessments fuels the school's system of intervention and enrichment Members determine the effectiveness of instructional strategies using evidence of learning and not preference or precedent Member who struggle to teach a unit, learn from those with the best results All common assessments are formative: students needing additional time are identified, supported and given re-assessments
Evidence of Rating:					