

## Teacher Collaborative Team PLC Rubric

PLC Impact	<b>Emerging: Beginning to Show Signs of Being Effective</b>	<b>Progressing: On the Road to Being Effective</b>	<b>Deliberate: Mostly Effective</b>	<b>Adaptive: Highly Effective</b>
<b>Norms</b>	There is some evidence of norms or roles, but norms (conflict resolution and culture of the group ideas) have not yet been established to guide the group. Roles may be serendipitous, but are not explicitly stated for group efficiency.	Norms are referenced at the beginning of each meeting and/or roles may or may not be used for the efficiency of the group	Members of the team may have roles, but they are not explicitly used and/or functioning within the description of that role. Norms are referenced at the beginning by the leader, and the team does their best to use these norms in each in every meeting.	Each member of the team has a role (facilitator, recorder, reporter, time keeper, etc.). Norms are referenced at the beginning of the meeting by the team leader, and the team lives by these norms in every meeting, so much so, that the time spent on norms is minimized.
<b>Data Use</b>	The team uses data that can be acted upon, but the time frame for action is not clear. Student work samples may be missing that support inferences made on formative, summative, or performance assessment data. Data may not be prepared in advance of the meeting to allow more time to discuss instruction. The team does their best in time that is not ample to support data for instruction. Data are not disaggregated.	The team uses data that can be acted upon in the next few weeks. Student work samples may be missing that support inferences made on formative, summative, or performance assessment data. Data may or may not be prepared in advance of the meeting to allow more time to discuss instruction. The team time may have been split between two days that allows for data analysis to reveal the strengths and opportunities for growth in data to inform instruction. Data might be disaggregated, but not in a meaningful or helpful way that supports instruction.	The team uses relevant data that can be immediately acted upon in the next week. Evidence of learning is valid and reliable and may have been evaluated for the appropriate level of rigor. Student work samples may or may not be brought in that support formative, summative, or performance assessment data that may or may not be prepared in advance of the meeting to allow more time to discuss instruction. The team time may have been split between two days. Data are disaggregated in some way.	Quantitative and qualitative data are used based on the most current needs of teachers and students, not at adult convenience or administrative directive. Evidence of learning is valid and reliable and has been evaluated for the appropriate level of rigor. Team members perceive data as evidence of learning, rather than mere numbers. The team seamlessly uses relevant data that can be immediately acted upon in the next few days. Student work samples support formative, summative, or performance assessment data that are prepared in advance of the meeting to allow more time to discuss instruction, or the team meeting time has been split between two days. Data are disaggregated by groups for differentiation or response to intervention, and relevant student data are included for targeted instruction.

<p><b>SMART Goals</b></p>	<p>Strategic goals are set by teams that contain at least 1 of the 5 elements: they are specific, measurable, achievable, relevant, and timely.</p>	<p>Focused strategic goals are consistently set by teams that contain 2 of the 5 elements in that they are: specific, measurable, achievable, relevant, and timely. At least 3/4 of team members understand how to implement the goal(s).</p>	<p>Focused strategic goals are consistently set by teams that contain at least 4 of the 5 elements in that they are: specific, measurable, achievable, relevant, and timely. All team members understand how to implement the goal(s).</p>	<p>Focused strategic goals are consistently and effectively set by teams that are specific, manageable and measurable, achievable, relevant, and timely; all team members understand how to implement and adjust the goal(s).</p>
<p><b>Instructional Strategies</b></p>	<p>The team is seeing the need to spend more time focused on instruction, or curriculum standards/resources or assessments, that support the instructional process. Team members who discuss a strategy or intervention may or may not convey some of the steps necessary to other team members for the highest quality of implementation of that strategy. The strategy used may or may not be connected to the target level of content and rigor of the standard(s). Only whole group instruction is addressed.</p>	<p>The team spends time (minimum of 1/3 of PLC time) focused on instruction, or curriculum standards/resources or assessments that support the instructional process. Team members who discuss a strategy or intervention convey some of the steps or resources necessary to other team members for the highest quality of implementation of that strategy. The strategy used may or may not be connected to the target level of content and rigor of the standard(s). Strategies may or may not be targeted to differentiated student groups' needs.</p>	<p>The team spends time (minimum of 1/2 of PLC time) focused on instruction, or curriculum standards/resources or assessments that support the instructional process. Any team member who discusses a strategy or intervention conveys most of the steps necessary to other team members for the highest quality of implementation of that strategy. The strategy used is connected to the target level of content and rigor of the standard(s). Strategies are targeted to at least 2 distinct, differentiated student groups' needs.</p>	<p>The team spends more time (minimum of 2/3 of PLC time) focused on instruction, or curriculum standards/resources or assessments that support the instructional process, than any other part of the PLC process. Any team member who discusses a strategy or intervention clearly conveys the steps necessary to other team members for the highest quality of implementation of that strategy so that it can be implemented and potentially observed as successful by an observer. The strategy used is directly connected to the target level of content and rigor of the standard(s). Strategies are targeted to at least 3 distinct, student groups' needs.</p>

<p><b>Success Criteria</b></p>	<p>There is some evidence that a vision of the successful use of the strategy has been conceived and communicated by the team so that an outside observer might know what to expect (what they'd likely see and hear from the students and the teacher) so that "look fors" would be tied to the process in some way. There is emerging evidence that at least 1 of the following indicators is cited in the criteria: language of the standards, rigor, and implementation.</p>	<p>The vision of the successful use of the strategy may or may not be clearly conceived and communicated by the team so that an outside observer might know what to expect (what they'd likely see and hear from the students and/or the teacher) so that "look fors" would be tied to the process in some way. The language used in the success criteria combines at least 2 of the following three indicators: language of the standards, rigor, and implementation.</p>	<p>The vision of the successful use of the strategy is conceived and communicated by the team so that an outside observer would mostly know what to expect (what they'd likely see and hear from the students and the teacher) so that "look fors" would be tied to the process in some way. The language used in the success criteria combines language of the standards, rigor, and implementation.</p>	<p>The vision (forecast) of the successful use of strategy(ies) is (are) clearly conceived and communicated by the team so that an outside observer would clearly know what to expect (what they'd see and hear from the students and the teacher) so that "look fors" would be easily observed. The language used in the success criteria successfully and clearly combines the language of the standards, rigor, and implementation, as well as linear steps for using the strategy.</p>
<p><b>Next Steps</b></p>	<p>The team may or may not craft a possible agenda for the meeting that may or may not be an extension of the current meeting, indicating next steps for members of the team. There is some evidence that members have discussed part of the implementation of the agreed upon next strategies or planned practices, and perhaps some members may or may not discuss possible evidence of student learning they intend to bring to the next meeting.</p>	<p>The team crafts a possible agenda for the next meeting that may or may not be an extension of the current meeting, indicating possible next steps for members of the team. Some members discuss the implementation of agreed upon next strategies or planned practices, and some members discuss possible evidence of student learning they intend to bring to the next meeting.</p>	<p>As a result of the meeting, the team crafts an agenda for the next meeting, indicating actionable future steps for most members of the team. Most members discuss the implementation of agreed upon next strategies or planned practices, and most members discuss possible evidence of student learning they intend to bring to the next meeting.</p>	<p>At the end of the meeting, the team crafts an achievable agenda for the next meeting, indicating actionable future steps for each member of the team. All members discuss implementation of agreed upon next strategies or planned practices, and each discusses the appropriate evidence of student learning they intend to bring to the next meeting.</p>

<p><b>Leadership Monitoring</b></p>	<p>A representative team leader may meet with the principal of the building at some point after the teacher collaboration time. The principal or administrator(s) may need to follow up with formative “walk-throughs” to confirm or disconfirm evidence that the strategy has been implemented and the success criteria are observed. The meeting may or may not be timely, focused and effective.</p>	<p>A representative team leader meets with the principal of the building to convey strategies and/or success criteria. The principal or administrator(s) may follow up with formative “walk-throughs” to confirm or disconfirm evidence that the strategy has been implemented and the success criteria are somewhat (at least 1/4) observed. The meeting may or may not be timely, focused and effective.</p>	<p>A representative team leader meets with the principal of the building to convey strategies and success criteria. The principal or administrator(s) follows up with formative “walk-throughs” to confirm or disconfirm evidence that the strategy has been implemented and the success criteria are mostly (at least ½) observed. The meeting is timely, focused and effective.</p>	<p>A representative team leader meets with the principal of the building to successfully and articulately convey strategies and success criteria. The principal or administrator(s) follows up with formative “walk-throughs” to confirm or disconfirm evidence that the strategy has been implemented and the success criteria are mostly (at least 3/4) observed. The meeting with team leaders is timely, focused and effective. The leader of the building regularly shares the most successful strategies with other faculty in some medium to build capacity maximizing successful instruction.</p>
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