[Collaborative Coaching Instrument](https://docs.google.com/document/d/1pAaviwrx0So7B9NOX_vdRdE4Or75-vzKV2zyxjf2lLc/edit?usp=sharing)

| [**Anchor Statement**](https://drive.google.com/file/d/1eD1X7wVzZNCwJlDO6Dmtja9oZsVucorq/view?usp=drive_link) | **PLC Tight PLC Right PLC Lite** | | |
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| **1.** [**Educators work in collaborative teams and take collective responsibility for student and educator learning.**](https://drive.google.com/file/d/1tSIo7Igv3MU9_aKQg2pa4IFYJhR8aAWj/view?usp=sharing) | Collaborative teams meet 60 minutes per week and demonstrate collective responsibility for student learning through the utilization of:   * agendas * data protocols * SMART goals * clearly defined team roles and norms   Collaborative teams work interdependently to refine and adjust the foundational elements of the PLC process. | Collaborative teams meet weekly and develop:   * agendas * data protocols * goals * norms * roles   Collaborative teams work interdependently to improve student learning outcomes. | Groups of teachers meet weekly and work together to prepare lessons, share ideas, materials, and resources. |
| **2.** [**Collaborative teams implement a guaranteed and viable curriculum, unit by unit.**](https://drive.google.com/file/d/1uGgP3VlTz-C0-C-PxGUG79zkk4FflBVd/view?usp=sharing) | Collaborative teams analyze and prioritize essential standards based on a specific process or protocol (such as the REAL process: Readiness, Endurance, Assessed, and Leverage) through consensus. During this process, “I can statements” are written based on learning targets to measure student learning. Rigor and DOK are explicitly expressed in the “I can “ statements. A team created pacing guide ensures viability and mastery of standards.  Collaborative teams engage in reflection and refinement on a continuous basis. | Collaborative teams analyze and prioritize essential standards based on a specific process or protocol (such as the REAL process: Readiness, Endurance, Assessed, and Leverage). Learning targets are written based on essential standards. Rigor and DOK levels are included in the learning targets. A team created pacing ensures viability. | Groups of teachers choose standards based on feelings or preferences and accompanied by a pacing guide that is based on a curriculum, program, and/or textbook. |
| **3.** [**Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed, common formative assessments.**](https://drive.google.com/file/d/1DhFfyXdq3dYouFpvv1qvP8e5yviBsV-S/view?usp=sharing) | Collaborative teams createand utilize a variety of common formative assessments to identify what students have mastered and to inform instructional practices. Assessments address essential standards and learning targets and are administered systematically throughout the year.  Collaborative teams reflect on assessments and adjust as needed | Collaborative teams create and utilize common formative assessments that provide information to support learning targets. Assessments address essential standards and learning targets, and are frequently administered throughout the year. | Individual teachers and/or small groups of teachers create common summative assessments throughout the school year. Common formative assessments address essential standards but are used inconsistently. CFA’s do not have clear learning targets, and may not be given under common conditions |
| **4.** [**Educators use results of common assessments to improve individual practice, build the team’s capacity to achieve goals and intervene and extend on behalf of students.**](https://drive.google.com/file/d/1X3S_3IaixQ7jSiAv9vKT989cjNivESK3/view?usp=sharing) | Collaborative teams utilize a protocol with an explicit structure that promotes detailed analysis of student learning and is used to plan instruction for extension and intervention.  Collaborative teams also use data to analyze instructional practice in order to refine, retain, or replace it with more effective alternatives. | Collaborative teams implement a data protocol to analyze data to determine student mastery levels.  Collaborative teams use data to plan instruction for extension and intervention.  Collaborative teams use data to analyze instructional practices to be refined. | Groups of teachers use common summative assessments to monitor learning and determine grades.  Teams use common formative assessments to gather data.  Teams discuss interventions and instructional strategies expressed through generalities. |
| **5.** [**The school provides a systematic process for intervention and extension.**](https://drive.google.com/file/d/1gpJaLPGwwHeLBRbbDCNaQH2Ij-FlPdlz/view?usp=sharing) | Collaborative teams emphasize sharing students when possible to ensure timely access during the school day for ALL students to additional time and support for Tier 1 preventions and extensions, and Tier 2 and 3 interventions.  Collaborative teams progress monitor the effectiveness of interventions and extensions. | Collaborative teams ensure timely access for ALL students to additional time and support during the school day for Tier 1 preventions and extensions, and Tier 2 and 3 interventions.  Collaborative teams progress monitor the effectiveness of interventions and extensions. | Groups of teachers offer access for most students to additional time and support for selected tiers outside the scheduled school day. |