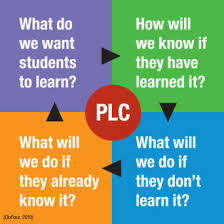
**Collaborative Team Check-in**

**Grade/Subject Date**

**Team Members**



***1 – Not true of our team – Yet!***

***5 – Our team is addressing this (It is on our agendas.)***

***10 – True of our team (We have evidence of our products.)***

1. \_\_\_\_\_ We use the WBMS norms to guide us in working together towards our goal, and we hold each other collectively responsible.

2. \_\_\_\_\_ Our team follows a written agenda each time we meet, and we are always focused on at least one of the four questions at the top of this page. (Product - agendas)

3. \_\_\_\_\_ Each member of the team is clear on the promise/prioritized standards and has teased them out by description, rigor, prerequisite skills, pacing, assessment, and extension. (Product – Promise Standard Chart)

4. \_\_\_\_\_ We have analyzed student achievement data (Milestones, iReady, etc.) and use it to improve student achievement. We work interdependently to attain overall student growth. (Product – data digs)

5. \_\_\_\_\_ From the promised/prioritized standards, we have developed weekly common formative assessments to help us determine each student’s essential learning/standard mastery. (Product – CFA)

6. \_\_\_\_\_ We use the results of our common formatives to identify students who need additional support to master essential learning and those who need extensions to continue their growth, and we use class time/flex time to ensure students receive differentiated growth support.

7. \_\_\_\_\_ We established a mutual understanding of student proficiency to ensure inter-rater reliability by scoring several common assessments within our team and by using pre-established common rubrics. Students are clear on the success criteria because we have provided examples.

8. \_\_\_\_\_ Our summative assessments contain a common portion (20 – 40%) and we share and discuss our results and use them to assist each other in building on our strengths and addressing our weaknesses as part of an ongoing process of continuous professional improvement. (Product - SA)

9. \_\_\_\_\_ We use the results of the common portion (20 – 40%) of the end of unit assessments to create an action plan to identify and assist students who still need additional and support to master the prioritized standards. (Product – student action plans)

10. \_\_\_\_\_ When the assessments in the unit are final, we document our learning to improve our future practices. (Product – agendas – notes on assessments)

Here’s what I think is working with our team…

Here’s where I think our team is getting stuck…

Here’s what I think we could do differently…

Revised 10.16.19